PROPOSALS

FOR AN

AMENDMENT

OF

SCHOOL-INSTRUCTION.

Our Doubts are Traitors,
And make us loſe the Good we oft might win,
By fearing to attempt.

SHAKESPEARE.

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PROPO-

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SCHOOL-INSTRUCTION.

GENERAL SCOPE OF THE WRITER.

WERE a man of plain common ſenſe, to forget for an hour the preſent method and objects of early inſtruction, and to conſider quite abſtractedly from the prevalence of cuſtom, "*what would be the fitteſt employment* "*of our tender minds, in order to plant and cul-* "*tivate in them that which might turn to the beſt* "*after-account*;" ſuch a perſon would find very little difficulty, it may be preſumed, in reſolving the queſtion. The firſt great object of his approbation, would be religion and morals: the books that were read or taught, he would ſee plainly, ought ſtrongly and feelingly to inculcate the principles of theſe, clearly to the underſtanding, and movingly to the heart: ſo much he would think ſhould follow of the hiſtory of Man, paſt and preſent; of the ſtriking objects of nature and of art; as lay the moſt

level to the capacity of the child and the boy, and as could be made, both in themſelves and the manner of deſcribing them, fit to excite his curioſity and fix his attention: he would nearly confine his view to turning to account the ſenſibility of theſe years, which when once paſt, the ſeaſon for imprinting moral ideas with a proper and permanent energy, is no more: as to dead or foreign languages, though admitted to contain very choice treaſures of genius and knowledge, he would never harbour a thought of giving the ſtudy of *them* nearly an excluſive preference to *that* of our own, much leſs to theſe other moſt ingenuous and eſſential purpoſes. Scarce any one will deny, that theſe would be the ſentiments of a plain unbiaſſed man, as being the dictates of unprejudiced reaſon.

On this principle then, and in this ſeaſon of loud as well as juſt complaint againſt the preſent method of ſchool-inſtruction, every perſon of reflection, in a manner, is at liberty to ſketch out a plan of improvement. Improvement, however neceſſary, will not of itſelf ſtart up in an hour, but way muſt be gradually made for it, by many men's deliberately and variouſly canvaſſing before the public, ſo complicated a ſubject. When this has been repeatedly done in detail,

in

in the practical manner here attempted, may it not be preſumed that the matter will be one ſtep at leaſt advanced, and that the public will be brought nearly to agree, what is to be aimed at, and what is attainable, and be ſatisfied that they have had marked out to them the means of accompliſhing it? till then, ſo exceedingly momentous a concern, muſt be at a ſtand. It ſhould moreover be premiſed, that the capital object of early moral cultivation, muſt be owned to be no farther conſidered here, than as it ſtands connected with, and may be capable of being promoted by, intellectual improvement.

It may be moſt commodious to divide what is meant here to be offered into four parts, conſidering,—Firſt, How far it may ſeem right to deliſt from teaching Latin and Greek; and in the meaſure *they* are laid aſide, what the articles are which ſhould take their place, and how theſe ſhould be taught. Secondly, How boys ought, agreeably to this plan, to be claſſed. Thirdly, How far the plan is applicable to the ſeveral ranks and conditions of youth. Fourthly, What difficulties its execution muſt meet with, on the ſide of Maſters.

PART I.

How far it may ſeem right to deſiſt from teaching Latin and Greek; and in the Meaſure *they* are laid aſide, what the Articles are that ſhould take their place, and how theſe ſhould be taught.

SECTION I.

Ancient Languages.

The reader needs here to be no more than reminded of the principal objections there lie to the conſuming, in a manner, the whole powers of early inſtruction on the Latin and Greek tongues: to ſet theſe down is enough; no formal proof can be wanting of their reality and their weight. After the capital one expoſed above, it may ſuffice to mention the following: 1. The diſguſting of youth by ſo dry a ſetting out, againſt letters.—2. The *blunting* of the intellectual faculties, by preſenting to them, as an exerciſe, that which is none but for their patience.—3. The forgetting theſe tongues no longer carry with them that *almoſt* neceſſary utility they had formerly, when as yet the ſole repoſitories of genius and ſcience, the ſole

means of correſpondence between the few men, widely diſperſed, of a literary turn of mind.—4. The promiſcuous teaching of them to ſo many claſſes of youth, who, it may well be foreſeen, will want either occaſion and opportunity or will to uſe them, in their riper years.—5. The giving, in many a toilſome year, to very great numbers of youths, ſuch a tincture of them as only breeds ſufficiency and conceit, inſtilling an idea of ſolid acquiſition and knowlege, where unprofitable ends and ſcraps merely of one and another dead language are gained; and when, but for the miſtaking of this ſhadow for a ſubſtance, ſomething elſe valuable perhaps might, at years of diſcretion, have been ſought after. If, however, ſuch groſs abuſes ought to put a ſtop to the practice of teaching theſe tongues ſolely, almoſt generally, imperfectly, and unoperatively on after-life; ſtill the tranſcendency of thoſe models of genius they contain, and the neceſſity of them for profeſſional and ſcientific purpoſes, as manifeſtly and indiſpenſibly require, that many youths be inſtructed in them. What then remains but to ſettle the medium, and to draw the line of diſcrimination, which claſſes of youths ſhould be taught them, and which ſhould not?

SECTION II.

Newly-propoſed, more compendious and eaſy Forms of teaching theſe Languages, if really ſo? Retrenchments, what proper?

It muſt be infatuation to fancy the acquiring by book two ſuch hard dead languages can by any means be made other than the laborious and irkſome taſk of many and many a tedious year. If it be poſſible to ſoften or contract this toil in any meaſure, by changes in the form of teaching, it muſt plainly be in a very ſmall one, and only in the beginning. It may be an advantage to cut off ſome of the rules of grammar, to free them from ſome of their hard terms; to teach them in Engliſh, giving a clear and eaſy turn to the expreſſion, and, perhaps, by a few at a time, or ſingly, as a claſs's gradual progreſs makes them intelligible and applicable: as to all that follows this, after the courſe of perhaps the firſt year, the preſent forms of conſtruing, parſing, and making ſome exerciſes, muſt be owned to be the neceſſary, and nearly the only means of proceeding. The main, therefore, of what is practicable, to ſave toil and time in this work, conſiſts not in changing, but retrenching. Great part, at leaſt, of the

the getting by heart, making of exerciſes, eſpecially in verſe, and afterwards declaiming, might well be ſpared; and the time thus ſaved be conſidered, as what is agreed to be ſo much wanting, to dedicate to other very eſſential acquiſitions. Again; would not the whole labour be much contracted, by making it the great aim to capacitate youth for the noble purpoſe of maſtering the claſſics; ſetting aſide the immaterial views of ſpeaking and compoſing in theſe languages? Much time is now waſted in doing what promotes theſe ends, without almoſt at all furthering the other infinitely ſuperior one.

SECTION III.

Diverſion of a Part of School-Inſtruction to other indiſpenſible Purpoſes, when a conſiderable Hinderance *to thoſe it the moſt imports to be Linguiſts, by no means* an irreparable one.

Beſides the number of the preſent learners of Latin by halves, who, by a juſt diſcrimination, would be withdrawn from it, and have the command of their *whole* time to apply to other objects; it would be propoſed that the remainder, who neceſſarily or properly went on with the languages, ſhould ſpare from them,

for other ſuperior purpoſes, *one half* of their time and of the day: ſo many of theſe laſt as were youths of quick parts, and had ſuch a turn for letters, as to bid fair for deriving particular advantage from being linguiſts, could ſcarce fail to find the remaining half of the day nearly ſufficient to perfect them in both Latin and Greek; as to the reſt of them, of leſs pregnant parts, and who advanced more leiſurely, but to whom ſkill in the tongues would be an object either of neceſſity or great convenience and credit, theſe might at leaſt lay a ſure foundation at ſchool for perfecting themſelves therein afterwards. And if ſome inconvenience ſhould follow from poſtponing the complete attainment of the languages, this would be overbalanced by the acquiſitions made through a more profitable employment of the ſchool-hours taken from theſe: backwardneſs in language would at leaſt be far more retrievable, than that in things from a confinement to words, through ſuch a length of years, up to the age of fourteen or fifteen, or perhaps a higher one; and as to thoſe who would not take the pains to retrieve it, it is a pretty ſure ſign that if their whole youth had been ſucceſſfully ſpent on the ſole attainment of the languages, they would have been little the better for it, turning them ſcarce to any either after-

account

account or uſe. Nor, if they *will* find hours for applying to this afterwards, can it poſſibly be at a time of life, when avocation from other matters can be ſo detrimental, as a total one in their early years at ſchool? theſe, though often prepoſterouſly repreſented as ſuited to nothing better than the conning of words, being the ſeaſon when, by exerciſing the mind and the heart, the foundation muſt be laid for an intellectual and a moral improvement the moſt important and permanent. So many hours as cannot then be gained for theſe purpoſes, by cutting off the preſent redundancies of ſchool-inſtruction, and by facilitating and expediting a proficiency in the tongues, ought, without ſcruple, to be taken from ſuch as the moſt undeniably contribute to this end, even at the hazard of ſending youths late from ſchool, deficient, inſtead of perfect, in Latin and Greek.

SECTION IV.

Subſtitutes for Latin and Greek.

But the time thus ſaved, by withdrawing all inſtruction in theſe languages from ſome youths, and by leſſening it and ſtriking off their appendages and incumbrances in regard to others; how ſhall *this* be employed? Out of

ſuch

ſuch a number of various and important ſubſtitutes as occur, it ſhould with the extremeſt attention be conſidered, which deſerve beſt to be made choice of, and how the teaching of them ſhould be ordered and adjuſted. This little work pretends, at the utmoſt, no higher, than more minutely to fill up the outlines of Mr. Locke's plan in his incomparable book *on Education*, by a fuller explication of ſome of its parts, and an accommodation of thoſe directions to the uſe of ſchools, which he adapted, more immediately at leaſt, to that of the domeſtic tutor. I have meant, indeed, ſo abſolutely to take Mr. Locke for my guide, and to follow his footſteps, that it is on the cogency and energy of the latter part of his book that I rely; and whoever has not repeatedly weighed, and is not ſwayed and penetrated by the force of his arguments, comes unprepared for profiting by the peruſal of this ſupplement to them. This excellent man, not, however, chuſing on all articles to encounter the full force of the prejudices of his age, forbore formally to aſſign part of the days, as is here propoſed, to Engliſh, (after the manner of the Greeks and Romans, in regard to their reſpective languages,) and conſequently had no need to give us the particular extracts and entire Engliſh books he thought fitteſt for youths' inſtruction and ſtudy.

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This preſumed defect in Mr. Locke, it will be neceſſary (on the preſent plan) here to ſupply, enlarging in the two or three following ſections on the various articles of Engliſh reading, as in the next to them on all the farther ones proper for ſchool-inſtruction.

SECTION V.

Nature and Qualities of the Extracts and entire Engliſh Books fit for the Uſe of Schools.

Previouſly to particularizing theſe, their general ſtyle and their contents ſhould be ſettled. The firſt, for boys of ſix or ſeven years old, who have juſt left the reading-ſchool, cannot be too ſimple, clear and eaſy. If nearly as difficult, Engliſh would be as forbidding to them as Latin. An habitual clearneſs, as well of thought and diſcourſe as ſtyle and writing, might be hoped, in virtue of the ſtrong imitative faculty of theſe years, to be promoted by a careful choice of the moſt perſpicuous authors to initiate boys in. The bad habits too of fancying you underſtand what you don't, of underſtanding by halves, or of being inattentive to, or abſent from, what is ſet before you as an object of the underſtanding, might, in theſe inſtances, be avoided. Even the forcible and ſublime ſtyle, and that of the paſſions if highly

highly figurative, is to be withheld from the loweſt claſs, and not to be produced to youths afterwards, but as their faculties advance and ripen, to meet and fully comprehend it. They ſhould have ſome previous idea of that language, and thoſe heights of the paſſions, that are repreſented to them. They are not to be accoſted *from a book*, in ſtrains much above or very different from what they have heard in ſpeech: a height and modes of expreſſion in the paſſions, *far beyond* what their little experience has met with in others, or felt and ſpoke themſelves, will ſerve but to confound them.

When the ſtyle is ſimple, clear and eaſy, and of conſequence readily, and without any manner of effort, perfectly underſtood, the matter will be carried inſtantaneouſly, and without the leaſt ambiguity or cloudineſs, to work upon the mind; and when, by being familiarized in the years of imitative childhood to clear conceptions only, expreſſed with equal clearneſs, a like habit of conceiving and ſpeaking clearly is gained; purity, correctneſs, and force will the more eaſily be acquired: and where there are no difficulties on the ſide of the language, but the thoughts riſe habitually in the mind, clothed with clear words, they will exiſt there more diſtinct, be the more eaſy to ſeparate and

aſſort

aſſort for contemplation, compariſon and deduction, and to methodize, claſs, and arrange. I ſhall not be thought to have been too full on this head; the practice being not uncommon of tormenting children, or, however, boys, with what is wrote in a hard, difficult, and turgid ſtyle, without regard to the perplexed and confuſed manner of thinking and ſpeaking, it muſt tend to corrupt them with. It is a great misfortune, that ſome parts of the works of our beſt poets, and who are held forth in a manner as models of perfection, are infected with theſe faults. Neither will warmth of ſtyle be inconſiſtent with the ſimplicity ſo much inſiſted on: it is the union of theſe that touches the heart, whoſe ſenſibility is perhaps at its higheſt pitch, and open to be the moſt ſtrongly wrought upon in theſe tender years, while the reaſoning powers remain ſo weak.

It will be obſerved here, that the ſimple ſtyle, inſtead of excluding, moſt freely admits, or rather requires, the uſe of idiomatical phraſes: all the peculiarities of diction, that are obvious in their ſenſe as well as natural and unaffected, it embraces; and not to have been familiarized betimes with theſe, may cauſe dearth and barrenneſs, inſtead of life and variety of expreſſion.

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As to the matter and the ſubjects, for the loweſt claſſes particularly, they ſhould be the moſt familiar, amuſing and inviting. Theſe, when clothed in an anſwerable ſtyle, boys would generally be induced to read, not as a taſk, but with pleaſure, and remember them when they had done; would ſhew how they were affected by ſtriking paſſages, would diſcloſe their particular turns of mind, or even the ſeeds of their genius, pointing out the proper cultivation for either, and the way of life nature qualified them for. They would be made acquainted, in their paſſage through the ſchool, with many of our beſt authors in moſt of the ſpecies of general learning, be prepared for proceeding afterwards to particular and profeſſional ſtudies, and imbibe early ſuch a love of true literature, as would bid fair to adhere to them through life. Again, the moral ſenſe, which ſo early diſcloſes itſelf, and ſoon acquires conſiderable ſtrength, wants *now* to be regulated and fully formed, cultivated, and deeply imprinted on the mind. The impreſſions made by well-choſen Engliſh books, through the activity and energy of this ſenſe, would be indelible, and have the happieſt effects for ever afterwards. Let it here be remembered, that the kind of books we have been deſcribing, approaches near, or even correſponds

reſponds in, both matter and ſtyle, to the earlieſt writings of Greece, which were ſpread abroad, and in every body's hands and mouth, as well as the particular objects of firſt inſtruction to their youth; as likewiſe the advantage Grecian genius could not have failed to derive in ſo many reſpects from this happy circumſtance. If then you aſpire to rival this nation of artiſts, tread, (where you can trace them,) in their footſteps.

SECTION VI.

The ſame Subject continued.

Agreeably to theſe principles, it muſt be plain there will be few entire books fit for the uſe of the loweſt claſſes; very great proportions of almoſt all that could be thought of, preſuming in the reader a forwardneſs of parts, and a knowledge far beyond the firſt years paſſed at ſchool, as well as an acquaintance with terms and a ready entering into the ſenſe and connection of periods, of which the young ſchool-boy muſt be ignorant and incapable. Such particular paſſages, parts and relations only as are fit for the purpoſe, with an accommodation to the ſeveral claſſes, which we ſhall not pretend in this place carefully to diſtinguiſh, muſt be made uſe of. Religion, moral precepts, ſtories, fables,

and

and poems, are what they are to relate to, or be taken from.

In regard to Religion, it can by no means be ſo effectively inculcated as from the Bible itſelf. It will be pretty obvious which are the particular relations Mr. Locke wiſhes to have taken from the Old and New Teſtament, to lay open to youth the ſtrongeſt and cleareſt outlines of the Jewiſh and Chriſtian ſyſtems, and to touch their hearts with the moſt moving repreſentations. Nor does the ſelecting of the moſt rapturous and pathetic, the preceptive and ſtrikingly-deſcriptive paſſages in the Pſalmiſts and Prophets, the Evangeliſts and Apoſtles, (ſo many of them as are the cleareſt and beſt adapted to the young ſchool-boy's capacity,) ſeem to be a matter of any extraordinary difficulty.

As to moral precepts, beſides thoſe taken from the Bible, a great number of them might be had from our own poets, contained often in a diſtich or couplet, or capable of being eaſily completed and brought within *that*, or, at leaſt, a very narrow compaſs.

Some conſiderable number of Engliſh fables might too be collected: Sentimental and pathetic ſongs and ballads, after a proper correction,

tion, where the old ſtyle was not too coarſe, bald and mean to admit of it, muſt have an admirable influence and effect.

As to boys in the middle of the ſchool, or ſomewhat lower, before almoſt any entire poems were read, might not extracts be made for them, complete in themſelves, and quite intelligible, at a very early age? We may be ſupplied with theſe from our own Engliſh ſtores. In what poet, ancient or modern, is there, for inſtance, a relation more ſkilfully and feelingly touched, and better fitted for exciting to an amiable exerciſe of the private virtues, than Mr. Pope's *Man of Roſs?* This poet, beſides abounding in moral paſſages, ſententious, weighty and cogent, has ſeveral of a ſimilar tendency with the Man of Roſs, for penetrating every youth of ſenſibility, and making the beſt, the moſt lively and laſting impreſſions on every humane mind.

SECTION VII.

Hiſtory.

Sacred hiſtory has been already ſpoken of; proceeding to that which is not ſo, the firſt in order ſhould be what relates to our own country. A generous and exalted idea of our an-

ceſtors, ſuch an one as may give riſe to love, eſteem, admiration, and even reverence, cannot be too early communicated; but this ſhould be ſo taught as to inſpire nothing boaſtful or arrogant; and, if an opinion of ſome degree of inferiority in them to ourſelves, no ill-grounded contempt of other nations. For our own, the opinion conceived of heroiſm in individuals, will ſoon be transferred to the whole of it in general. Care ſhould farther be taken, that an idea of country (according to the ingenious advice of Dr. Prieſtley) ſhould betimes be excited and cheriſhed. The wild manners of the ancient Britons would take hold of curioſity; and it is beſides fit, that one of our firſt pieces of knowledge ſhould be our own origin: a picture too of theſe firſt inhabitants of the iſland would be not only curiouſly wild, but ſpirited and gallant. The important event of the union of the heptarchy accompliſhed by Egbert, and the elevation of his genius, make it deſirable to introduce this grandfather of Alfred: ſeveral of the occurrences of which prince's illuſtrious life, highly pleaſe the imagination; as a deſcription of his laws might be made to do; intelligible as they might be rendered, in a manner to the loweſt *formes*; the prevailing ideas would be thoſe of the hero and the legiſlator. The Roman, and the two following conqueſts,

conqueſts, ought not to be too ſoon touched upon, leſt, with the firſt idea of our country, we join this debaſing one and that of ſervitude; not the gallant reſiſtance, but the event, *defeat and ſubjection*, would dwell upon the tender mind. The Norman conqueſt, too capital an event to be omitted, might poſſibly be ſoftened (without falſifying hiſtory) into the iſſue of a conteſt between two rivals for the crown; at the worſt, the battle of Haſtings, the high ſpirit of Harold, (our old Engliſh Hector,) his death in the field, and its circumſtances, together with the fiercely-elevated conduct of his adverſary, would form a diſtinct relation the moſt ſtriking. It is obſervable, that the Norman duke, in correſpondence to king Harold's reſemblance to the defender of Troy, anſwers, if not entirely, to the Achilles of Homer, preciſely to his pourtrait in Horace—*Impiger, iracundus, inexorabilis, acer.* There are ſome occurrences in our hiſtory either of an unpromiſing aſpect on the ſide of imagination, and to appearance above the reach of the young ſchool-boy's capacity, which, for their noble and important nature, it would be highly deſirable, and found perhaps, on turning them on every ſide, not impracticable to convert to our purpoſe. In the foremoſt of theſe events ſtands the

obtaining of the Great Charter, the full concourſe of the Barons, their habiliments and warlike accoutrements, the ſolemnity of many of the circumſtances and the oaths, and above all (what ſeems hardeſt to effect) a brief recital of the leading articles of the charter, by giving their general form and tenor in the plaineſt expreſſion, made intelligible nearly to the loweſt claſſes: the whole of this would produce a repreſentation that cannot be too early and too deeply imprinted on the boſoms of our youth. Many other intereſting occurrences will be found capable of being very intelligibly detached from the body of our hiſtory, and wrought into diſtinct ſtories nearly complete in themſelves. And theſe cannot be doubted to be more ſuitable to the lower claſſes of boys, than a methodical ſeries of hiſtory; though they might perhaps, in fact, be ſeverally ſo taken from its reſpective periods as to give occaſion for taking notice of each of theſe in ſucceſſion; at leaſt entire confuſion and abſolute inattention in regard to order of time, might be avoided. There will be a neceſſity for a few lines of introduction to moſt of theſe ſtories, that they may not begin abruptly, but a clear idea be firſt given of their ſeveral connections with what went before.

SECTION

SECTION VIII.

How to chuſe, and be provided with proper ſhort Relations or Stories.

In order to be provided with a fit number of theſe ſtories, ſome ingenious perſon ſhould be employed, either to mark in our hiſtories what already are, or to ſelect and accommodate what may be made ſo. The following may be placed together, as the qualities requiſite to be found in theſe ſtories, or given to them. They ſhould apply chiefly to thoſe paſſions young ſchool-boys have already felt; in the ſpeeches (where any are) let there be very little that is argumentative, but merely what is ſentimental, or moves the affections; the language and ſenſe ſhould be moſt clear, eaſy and obvious, requiring not the leaſt effort for the underſtanding of every part.—Attention to be awakened and commanded by the ſtory, not required by the maſter.—Obſervations and maxims, if any, to be the moſt natural and ſimple; nothing that is far-fetched, refined or ſubtle; no political caſt; nor even too great a length, or complication of circumſtances.—Expectation to be raiſed, and curioſity put in motion from the beginning; and a cataſtrophe, or at leaſt intereſting conclu-

ſion, kept in view throughout, and ever advancing.—That there be in the ſtyle nothing dazzling, no antitheſis, falſe, ſhining or even pointed wit. It is by no means to be deſpaired of, that a ſufficient number of detached hiſtorical relations or ſtories, in almoſt every reſpect thus qualified, ſhould be obtained.

SECTION X.

Certain Kinds of theſe Stories, ſome of which ought to be particularly choſen, and ſome to be rejected.

Theſe relations will often be choſe, as having heroes for their chief perſonages; it cannot then be amiſs to impreſs on the young mind the magnanimous, which will of courſe be the predominant ſide of the character, omitting all that depreciates it. On the contrary, where the chief perſonage is in a great meaſure faulty, but too ſpecious to be repreſented as odious, the ſtory ſhould be rejected; leſt a few prevailing, ſplendid or pathetic lines fix an idea of the bright ſide of the character, dangerouſly miſleading youth. They muſt ſurely, for inſtance, receive a falſe bias in favour of the Stuart family, when brought to their firſt acquaintance with it, by the gallant and heroical ſufferings and death of Mary queen of Scots, and the pathetic ſcenes

of

of James the Second, and his family's flight from the kingdom: theſe ſtories, on other accounts ſo eligible, muſt on this be omitted. There are often certain indeciſive parts of a life, which, if related early and alone, will fix an indelible prejudice in behalf of a bad character; the whole of which, if told at once to a riper age, would be condemned: and this is very particularly the caſe in the inſtance before us, where the virtues touch the heart directly, and the vices chiefly the underſtanding, on a collective view of them, and a cool deduction of conſequences. And this is an artifice continually practiſed by deſigning men, to plant prejudice in the boſoms, as well of the ignorant and the weak, as of the young.

SECTION XI.

Early Idea of Country, and Love of it, to be planted in the Boſom, and cheriſhed by theſe Stories.

I have already hinted, in ſpeaking of Alfred, of the propriety of giving the firſt eminence to the qualities of Hero and Patriot; and if there can be fit ſtories enough ſelected nearly to complete a ſeries, let it not be of the lives of the

monarchs, but the hiſtory of the nation. This may be the means of making the latter idea, juſtly predominate: the former, of *a king*, as a perſonal and much more ſimple one, we find very apt to get the better of this of *country*, (an abſtract, and rather looſe than very definite term,) often robbing it of our principal attachment, which ought inalienably to cleave to it. The early miſchief that threatens to ſteal upon the unwary mind, from the unguarded uſe, or the pervertible ſenſe of a few terms, ought carefully to be attended to: kingdom is more apt to be taken in *that* of the lot or portion, the inheritance or even property of the prince, than in that of a community: Dr. Prieſtley therefore rightly adviſes us to imitate the Greeks, and plant early in the mind the moſt diſtinct and determinate idea poſſible of a *country*. In this view, relations ſhould be introduced, in honour of the true friends of the nation, and of the genuine, not turbulent and tribunitial champions of liberty.

SECTION XII.

Particular Lives of good and exemplary Men.

The lives of excellent men, whether in the public or private walks of life, very ſimply told, and

and omitting ſuch paſſages as are beyond the capacities of ſchool-boys, or for other reaſons not ſo fit to be related to them; is plainly another of the very fitteſt articles of early hiſtorical inſtruction. The completeſt ſpecimen we already have, I preſume, of this kind, (with ſome few omiſſions,) is Mr. Gilpin's life of Biſhop Latimer; but there are many others which no doubt might be accommodated to ſuch an uſe.

SECTION XIII.

Stories to be taken from Ancient Hiſtory.

Referring to the head of Religion all that ſhould have been taken in the firſt place of all from ſcripture; the early Aſiatic, the Greek and Roman hiſtory ſhould occupy but the ſecond place, and be taught, nearly on the ſame principles and after the ſame manner, but only in ſubordination to and after our own. Herodotus and Livy only would furniſh incomparable ſtories, and Plutarch (ſomewhat retrenched) Lives. For the reſt of the eaſtern, for French and other modern hiſtory, it could be only the higheſt claſſes that would be concerned with theſe articles.

SECTION XIV.

Series of Hiſtory adapted to the middle Claſſes.

The minds and memories of boys of the loweſt claſſes, being preſumed to have had effectually imprinted on them nearly the whole of the engaging matter we have been particularizing, their curioſity being excited, and, at the age of ten or eleven, their faculties advanced; a complete body of the ſeveral hiſtories above-mentioned ſhould be ſet before them, ſhewing the proper places of the ſtories they had been converſant with, ſupplying perſonal circumſtances that had been omitted, filling up the gaps between the relations, and fully connecting the whole.

SECTION XV.

The ſame adapted to the higheſt Claſſes.

If the firſt ſtage of hiſtory was confined to detached relations of certain intereſting and memorable events and to ſingle lives, and the ſecond took in the ſeries of events, containing all that related to perſon, place, and order of time, as likewiſe remarkable occurrences, innovations and appearances; ſtill there remains a third

ſtage,

ſtage, with the ſtill farther addition of nice diſcriminations in the conſtitutions of ſtates; of the origin, the connection, ſpirit, ſcope, and full hiſtory of the progreſs of laws; of inveſtigations of the principles, grounds, and ſpirit of parties and cabals; ſcrutinies into the characters, particular motives to action, and conduct of men of the firſt eminence; political diſcuſſions relative to the forms and adminiſtration of government, to police and commerce; beſides the vaſt conſideration of all eccleſiaſtical concerns and connections with the ſtate. Every thing of theſe kinds ought apparently to be ſeparated from the hiſtories laid before the middle, and all but the very uppermoſt of the claſſes; and very much, at leaſt, of it from this, except perhaps in thoſe great ſchools only, where youth continue to the age of ſixteen or ſeventeen, and even upwards. At theſe years, no doubt, the underſtanding ſhould be exerciſed on many, though perhaps not till yet later on the very profoundeſt of theſe ſubjects. The valuable hiſtories, in almoſt every body's hands, with ſcarce any other trouble than marking within hooks the reſpective paſſages to be retrenched, may be accommodated to theſe different ages and purpoſes.

SECTION

SECTION XVI.

Poems and Works of Imagination.

Longer and entire poems, and other kinds of works beſides hiſtory, addreſſed chiefly (in all inſtances but that of the higheſt claſs in the greateſt ſchools) to the imagination, will be reſpectively adapted, as they are proper, to the uſe of every forme above the loweſt; for which only in a manner, as has been ſaid, the firſt contents of the collection or apparatus of books were calculated. As the faculties become more ſteady and perſevering, and extend themſelves, a greater compaſs of connected matter, to be collectively conſidered, ſhould be laid before youths. For as the tender ſtate of the intellectual and contemplative powers ought not to be prematurely encumbered, ſtrained and diſguſted by taſking them too ſeverely on one hand; ſo neither ſhould there be on the other too great a relaxation, and a neglect to let the new exerciſe offered to the mind, keep pace and correſpond with the growth and advancement of any, but eſpecially of its reaſoning powers. We have no ſmall number of Engliſh pieces, which the beſt judges would probably, with little variation, agree to merit the title of our

claſſics;

claſſics; and which, on account both of their matter and their exemplary ſtyle, it would plainly be important our liberal youth ſhould be made early acquainted with, by one or more attentive peruſals, (agreeably to their relative value) either in or out of ſchool-hours. It is not needful to deſcend here into particulars, and give the names of thoſe that appear fitteſt for ſchool-uſe; ſince, perhaps, even on the approving and carrying into a good degree of execution a ſcheme of this kind, the practice of preferring the ſame ſet of books for this purpoſe in different ſchools, might be far from becoming general.

SECTION XVII.

Pleaſing and intereſting Stories eaſily made introductory to the Knowledge of Chronology and Geography.

Curioſity *gratified* is ever found, eſpecially in young minds, to beget new curioſity. This holds more ſtrongly when in an intereſting ſtory, though the cataſtrophe be completed, there is much left behind and untold. The ſtory of Crœſus and Solon, in Herodotus, (excellently verſified too by Cowley,) is perhaps as engagingly told as any on record; and in the degree that it is ſo, the curioſity of youth will be

raiſed to learn all that is poſſible concerning Crœſus and Solon, who and what in all reſpects they and their reſpective kingdom and city were, with the reſt of their hiſtory and adventures; and even the otherwiſe dry and merely explanatory circumſtances will come to partake of the intereſting nature of the relation. Try, on the contrary, what will be the effect, beginning with the deſcent, parentage, poſition of the kingdom, and length of the reign of Crœſus, and the like dry kind of circumſtances in regard to Solon; will not youths be diſguſted and prejudiced, and hearken to the ſtory itſelf with diſreliſh, when it follows in its place? Engaging extracts from hiſtory, and pleaſing circumſtances, are thoſe you are always to begin with; they will give an acceptableneſs, and even throw a grace on the dry ones round them: they will not fail to raiſe a curioſity after the complete ſeries of events, after the omitted paſſages relative to the figuring perſonages in the ſtories, and even to fill up the gaps between theſe, and fully connect the whole. In whatever events boys, even of the loweſt claſs, come to be intereſted, it will be quite a matter of courſe with them to think of time and place: *when* did theſe things happen, and *where*, are the firſt queſtions that will always occur to them:

them: hence, with the help of a little occaſional encouragement and interrogation on the part of the maſter, and his brief inſtruction in the uſe of the ſimpleſt chronological table, of a few maps, and, to boys more advanced, of a terreſtrial globe, (all of which, together with a geographical grammar, ſhould be ever lying before them, or at hand,) they will of courſe, and without entering upon a formal ſtudy of theſe two ſciences, acquire ſufficient rudiments of them for preſent uſe; a farther progreſs, as it becomes wanting, they will probably make of their own accord, with a continuance of a little of the maſter's incidental aid, or that of the uppermoſt boys; agreeably to Mr. Locke's excellent rule, of putting higher claſſes, in all parts of learning, upon forwarding lower, for the mutual benefit of both. Mr. Locke likewiſe directs an early application to chronology, for the ſake of bringing boys in time to a habit of giving order and method to their ideas: now, ſurely, an almoſt equal meaſure of this advantage will be obtained, by teaching this ſcience in the eaſy, incidental and gradual manner here propoſed, as by compelling a formal profeſt and ſyſtematical acquiſition of it. For geography, taken in a larger ſenſe, than merely that knowledge of the ſituation of countries

which

which is to be had from maps; a pleaſing and profitable progreſs may be made in it, by taking into the number of the books to be read ſome of the beſt voyages and travels, properly retrenched and accommodated to the claſſes.

SECTION XVIII.

That the Rule of ſuiting Books to the Knowledge and Capacity of Youths can only be had in View, without pretending abſolutely to reach and ſcrupulouſly to adhere to it.

Having thus given a pretty ſufficient account of the Engliſh books that ſeem fitteſt to be read by the ſeveral claſſes of a ſchool, it will be proper to make this general remark, that however it may be endeavoured to ſuit pieces to the reſpective proficiencies of the learners, and to ſuffer no part of what they read to lie beyond them; yet ſomewhat muſt ever remain in the very beſt-choſen and accommodated books (when the contrary extreme of falling ſhort is equally guarded againſt) that will be found to exceed the mark, and fail to be underſtood. That this ſhould, as far and as often as poſſible, be avoided, and always and abſolutely in all conſiderable degrees, was all that was meant above, in ſo induſtriouſly urging, that the ſub-

ject

ject and the expreſſion might be ever ſuited and lie level to the capacities of the claſſes.

SECTION XIX.

The Will to be won over to the Side of Learning, by applying to the ſeveral Faculties in due Seaſon; at firſt chiefly to the Affections and Fancy, as the firſt that diſcloſe themſelves and are in Vigour, and in a leſs degree (till ſomewhat later) to the reaſoning Powers, as being more backward.

To the general tenor of our plan it will be objected, " that if ſchool-boys are firſt taught, " in eaſy Engliſh, the engaging and imagina- " tive parts only of hiſtory and geography, " this will hinder their reliſhing and applying " themſelves afterwards to the drier parts of " theſe or any other kinds of knowledge. To " have been accuſtomed to moving ſtories only, " which are ſpontaneouſly met by the affec- " tions, without the leaſt effort of the reaſon- " ing powers, will be accounted a wrong pre- " paration for the future neceſſary habit of " laborioufly exerciſing and exerting theſe laſt. " Bred to no applications of the mind, but " what they are ſoothed to by pleaſure, will not " their after-repugnance to thoſe of a contrary " kind become invincible?" To this it is to

be anſwered, that proficiency is made in no parts of literature or knowledge which are purſued with repugnance; and that it is uſually found impracticable to bend the mind to act in this reſpect by enforced command and impoſed habit, or even by judgment of its own at large, inſtead of particular will and affection. And ſurely nature admoniſhes, that we ſhould apply to and avail ourſelves of the reſpective faculties in their prime and force, the Affections at the tender age when they only are prevalent, and Reaſon chiefly afterwards, when more advanced and when mature. Agreeably hereto, very little that is dry or difficult ſhould be ſet before the lower claſſes, or required of them, and conſequently as much as poſſible of all parts of learning but the fore-mentioned ſhould be rejected; and even theſe be compoſed of matter, and put in a dreſs, reſembling thoſe ſtories and relations, which are obſerved incidentally in diſcourſe, to draw their attention and touch their hearts. The manner of the ſchool too ſhould be made, if poſſible, ſomewhat to reſemble the free and incidental one, that, in diſcourſe, helps to make theſe ſo engaging to them. Why not endeavour to ſoften the forbidding aſpect of magiſterial authority and diſcipline? It is indeed only by adopting the gentle, familiar and

inviting

inviting method of teaching, that this plan can bid fair to be ſucceſsful.

SECTION XX.

Apparatus of Books, how to be had and adjuſted.

We have already mentioned the ſeveral *kinds* of books and extracts which are to be made uſe of, if not each one in particular. It will be right to ſhew, in the next place, how both may be had or put in a proper form for the purpoſe. As to books to be uſed entire, or with only a few omiſſions, which might eaſily be marked in the preſent copies, nothing needs be ſaid about theſe. Were the deſign to approve itſelf to ſome perſons of weight, it would be extremely deſirable, and certainly give life to it, to form a complete ſeparate collection of the parts and paſſages of thoſe books, a proportion only of which, and often but a ſmall one would be wanting: this would riſe but to a moderate bulk, and be far more commodious than to be obliged to turn to the numerous authors the articles are to be found in. Or if a trial of this method was to be made by a few private ſchools only, and conſequently it was not made worth while for the preſs to lend its aſſiſtance, fewer authors muſt be made uſe of; the requiſite paſſages in theſe, if many and long, muſt be

marked in the printed editions, if few and ſhort, copies of them for uſe be taken in writing; and, upon the whole, it will be neceſſary to reſt content in the beginning with a much worſe apparatus than might be wiſhed: however, it would give good encouragement, even in this caſe, that the ſeries of hiſtory wanted for the upper claſſes, as has been mentioned above, ſtands pretty well diſentangled in its reſpective authors, from the parts not compatible with this purpoſe, which might pretty eaſily be diſcerned, and marked for omiſſion. It would ſcarce be objected to theſe pieces, whether uſed as they ſtand in the common copies, printed apart, or tranſcribed, and whether they were every where the ſame, or in divers ſchools ſomewhat different; that they might perhaps be ſo ill choſen as to be convertible to the purpoſes of miſleading and ſeducing youth, or inſtilling into them the bad principles, errors and prejudices of their particular maſters: dangers of this kind are not very peculiar to this plan, but nearly the ſame that muſt neceſſarily adhere to every form of ſchool-inſtruction and of pupillage.

SECTION

SECTION XXI.

Reading.

After ſhewing what are the fitteſt Engliſh books to read, and the means of being provided with them, it will be right (previouſly to going into particulars of the order of reading, and the means of turning this to the beſt account) to ſtop for a moment, and attend to the article of reading itſelf. And here, very much irretrieveable miſchief might be prevented, or at leaſt pains to the ſubſequent maſter be ſaved, by a good choice of the firſt female teachers. This might be effected, either by a better care in the perſons concerned, *to appoint*, or in parents (where there is choice) *to prefer* the beſt. Farther, it will be one very good general rule for a ſchoolmiſtreſs, to direct children, when they can ſpell and put words together, and are come to the pronouncing of ſentences, to do this as nearly as poſſible, to the mere ſpeaking of them; for we are certainly apt (to the much greater ſubſequent hurt of our reading, and even ſpeaking in public, than is eaſy to conceive) to look upon reading as too diſtinct a thing, and to carry it too far from the form of ordinary ſpeech. Were we, when children,

and when boys, diligently and indiſpenſibly taught to conſider the ſentences, ſeen before us in a book, as what was to be *ſpoke*, and to pronounce them in that key and tone; it muſt exceedingly contribute to give our public performances in theſe ways ever after, a natural air and accent: and this would be greatly facilitated, by ſetting before us, for our earlieſt reading at both the ſchools, nothing but what for the matter of it was of the eaſieſt comprehenſion, and for the wording the neareſt to diſcourſe, and of like eaſy pronunciation; making the tranſition to what was harder, in both reſpects, even up to the higheſt claſſes, as gradual as poſſible.

There is a material circumſtance greatly neglected, I apprehend, both in the teaching and practice of reading; that, I mean, of being careful to *carry the eye forward*, and become perfect maſter of the following clauſes of a ſentence ere you pronounce that directly before you; for the true pronunciation of this laſt rarely depends on itſelf only, but muſt be regulated by knowing what comes after. This indeed holds true in a good meaſure of the whole ſentence; which, whatever may be its length, ought to be known to the very laſt clauſe of it, by an early acquired habit of running

ning the eye forward to the end, before the pronunciation is begun.

But to proceed.—All the pieces provided for the uſe of the loweſt claſs in the *maſter*'s ſchool being fit for boys who are pretty well taught to read, they may, when thus qualified, almoſt at all periods of the courſe of reading indifferently, be admitted into this claſs. Here it ſeems neceſſary for the maſter, on *calling* up the claſs, to begin with reading over the *part* himſelf (chiefly for the benefit of the laſt-entered boys) correctly and with ſpirit; pitching upon one or other of the boys, (by no means in turn,) to read the ſame after him. If this boy performs amiſs, it may perhaps be right ſometimes to call upon another who may be expected to do better, to go over it again. This may be a fit check for the firſt, a ſpur to the other, and tend to raiſe general emulation. Such a correction is not, however, to be applied, where a dull boy does his beſt: let nothing in the ſhape of an inſult be received from the boy of quicker parts, by him of ſlower: it may be a nice point to give juſt praiſe and ſelf-ſatisfaction to one, without bearing hard on the other. The manner of the correction here ſhould rarely ſavour of reproof, but be mild, and ſhew the meaning

was purely to ſet right, and afford inſtruction to the bad reader himſelf, and the reſt of the claſs. Obſerve too, that particular faults ſhould not be too much ſtopped at and dwelt upon, for fear of taking off the attention from the general ſenſe of the part, the entering into the ſpirit of which, and being brought to an invariable habit of doing ſo, being the firſt conſideration. Indeed, where this point can be gained, and a liking to go through the leſſons fixed, almoſt all beſides will follow of courſe. Too minute a regard to the reading of the lower boys in the claſs, beſides its interruption and waſting of the time of the upper ones, will diſguſt and baniſh all notion of pleaſure from what is paſſing; but when firſt the maſter, and after him one of the boys reads the part roundly, many of theſe will ſound like a pleaſing tale, and it may be hoped will be liſtened to with delight. The beſt maſter is he that attains the neareſt to this point; to reach it, defer the correction as often as poſſible (we repeat it) till the part is gone through: when faults are great, they will be eaſily borne in mind till the end of it; when ſmall, and perhaps forgotten, the miſchief will be the leſs. Indeed, when there is danger that groſs ones, which might become habitual to the boy that falls into them, or of

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ill example to others, might otherwiſe ſlip the maſter's memory and paſs unnoticed, it may be neceſſary to interrupt the reading for inſtant correction. The upper boys of the claſs may be hoped to have made ſuch an improvement in their reading, as to be able of themſelves to correct their errors, and catch improvement from the maſter's example, without wanting at every turn to be corrected *by him*; and perceiving, at times, from his general hints, that ſomething in their performance is amiſs, they may learn the beſt of all habits, that of watching over and *ſetting themſelves right*. A diſpoſition to this, the maſter ſhould uſe his utmoſt ſkill to encourage, leaving it full ſcope, and giving room to every boy to be his own corrector, till, as I ſaid, his faults are in danger of growing habitual to himſelf, or infecting others. A boy's extraordinary ingenuity or attention in correcting his own faults, or even another's, is ever to be fed with praiſe.

When there is any thing remarkable either way in a boy's reading, the whole claſs are to be aſked, after the part is finiſhed, and now and then while it is about, what they obſerved right or wrong in it, leaving it to every one to point out the merit or defect. When a boy

does

does this ingeniouſly, if it be a merit that is ſhewn, the maſter will ſpeak his praiſe of both deſervers; if a fault, his confirming glance will be enough. The triumph aſſumed on detecting another boy's faults, cannot however be too modeſt; and when this is pertly and not ingenuouſly done, the maſter's manner ſhould mark and condemn it. Criticiſms of reading, if they do not of courſe intereſt at firſt, *may* pretty ſoon, with lively and obſerving boys, aided too by a ſkilful excitement of emulation, be brought to do ſo: engage the will, and all will go on well. Remember, the proficiency of the whole claſs is to be the grand object in view. The teaching, therefore, is to have a middle aim, and be adapted neither to ſlow nor quick parts. There would be time, it ſhould ſeem, at each calling-up of a claſs, for two or three boys to be put upon ſo many different articles of reading; ſo that it muſt come pretty well often enough to every one's turn to read *himſelf* and be corrected, beſides the profit received from the reading and correction of others. The maſter will take implicit care to let it be perceived that he keeps a watchful eye over all that paſſes, and that neither the diligence or idleneſs of any one, nor particular inſtances of either; their quick or ſlow progreſs, or particular

cular indications either way, ever eſcape his notice, or fail to make anſwerable impreſſions on him. If it be ſaid that reading and pronouncing may ſometimes, in a ſchool of this kind, be ill taught, they will ſurely, upon the whole, be exceedingly better taught, and be in a far more proſperous way than at preſent. That which boys are now for the moſt part left caſually to pick up from one or another, they could hardly be worſe taught by the moſt indifferent of maſters. The care theſe are to take of their ſcholars' reading, will by no means ceaſe with the firſt claſs. If the call for it be afterwards leſs frequent, it will require a more accurate and critical exertion, in proportion as boys advance from the lower towards the upper end of the ſchool. Which of the rules and remarks above laid down, and what others, are applicable to this purpoſe, need not be particularized.

It is well known how pernicious, and often incurable, a habit of bad reading is contracted by boys; and if we have not above over-rated the contrary habit, and its great future advantages, a maſter need by no means be aſhamed, and think it beneath him, to beſtow upon it all the care here recommended; and ſtill greater in regard to the higher claſſes: and yet, it is

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to be feared, that thoſe who ſtoop to teach the meaneſt rudiments of Latin, might object to making *this* a part of their office. There is thought (Mr. Locke ſays) to be a myſterious importance in Latin, and every thing belonging to it, altogether wanting in whatever Engliſh is concerned in. This has very probably been the chief reaſon why no ſuch an obvious kind of attempt as what is here propoſed has ever been made; and when it comes to be ſo, may be expected to prove the cauſe of its miſcarriage.

Earlier notice ſhould have been taken in this article, that if the *general rule* at each leſſon be for the maſter to read firſt, the boys ought to do it *ſometimes*, leſt they become his mere imitators. Some fit aſſiſtance they ſhould derive, and intimations they ſhould take from his manner; but let their copying be general, not making a practice of ſervilely creeping after him at each particular reading. He will accuſtom every one, as far as he can, to a genuine free manner of their own; uſing correction and ſetting right, and repetition after himſelf, no oftener than is neceſſary. Above all, he will not ſuffer the meaning of what is read to eſcape the boys, nor their attention to flag, if it can poſſibly, without abſolute rigour, be kept up.

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So much ſtreſs has been laid on the perfecting of boys in reading, on ſeveral other accounts beſides the intrinſic value of the attainment itſelf. Over and above the teſt Reading will afford the *maſter* of their natural endowments and their proficiencies, they will not be able to perform this well, without previouſly accompliſhing the moſt material point, *that* of apprehending the ſenſe, and entering into the ſpirit of their parts. When they might be more indifferent about this latter, while they had hopes of hiding in Latin their ſloth and ignorance, they will no longer be ſo on finding their bad reading in Engliſh muſt be a plain proof of theſe. And beſides the better knowledge they will get of the ſenſe by extraordinarily conſidering it for the purpoſe of reading their parts well, they will likewiſe, independently of this point, and by their attention to mere reading itſelf, enter more fully and preciſely into the ſpirit of theſe parts. By taking care to underſtand, they will come to read well; and by their care to read well, to underſtand.

As they will the better both ſhew how they underſtand, and come really to underſtand, by being brought to read well in their own tongue; ſo it ſhould be obſerved, they will infinitely the

the better know what they are about, be put upon their mettle, and unfold their thoughts, in Engliſh than in Latin exerciſes. The former muſt ſhew a youth to advantage, if he is diſtinct and clear in his ideas and expreſſions; the latter is a covering for perplexity and confuſion: by the former, if publickly read to the claſs, he will expect to be praiſed or blamed agreeably to his deſert; in the latter, he knows there will be rarely any endeavour to underſtand him, and that (in the lower formes at leaſt) there can hardly be any nonſenſe ſo groſs as not often to paſs without the notice (to go no farther) of his ſchool-fellows.

Though ſeveral of theſe circumſtances had been mentioned before, their importance ſeemed to require, that they ſhould be more explicitly ſtated, and placed together under one view.

PART

PART II.

Of adjuſting the Claſſes, agreeably to this Plan.

SECTION I.

Firſt, or Loweſt Claſs.

Under the foregoing article of Reading, much was neceſſarily anticipated touching the management of the claſſes, this Loweſt or Firſt in particular; as, in like manner, (it will be remembered) much will be to be found *here*, of what the other claſſes may require in their regulation in common with this.

Notice has already been taken of the pieces that ſeem fitteſt for ſchool-uſe, more particularly of what are ſuitable to this claſs. None were mentioned that exceeded the capacities of boys in general of ſix, ſeven, or eight years old; but if there are any of theſe fitter than the reſt to begin with, it ſeems to be fables and diſtichs. But the beſt way ſeems plainly to be, that *one* ſtory at leaſt, together with either a fable or an extract or two from ſome of the poets, or elſe a number of diſtichs or of moral precepts,

precepts, ſhould be read at each calling-up. The collection ſhould therefore be large enough to laſt, without going twice over almoſt any part of it, through the whole continuance of a boy in the claſs. Thus ordered, every part of the courſe will be nearly alike fit for a new-entered boy to begin with. It imports the Maſter to admit none but ſuch as are already proficients in reading, leſt the œconomy of the claſs be diſturbed, and he be teazed and interrupted with *too much* of the duty of the reading-ſchool; nor ſhould the time of the claſs by any means be waſted by his ſtopping to give particular inſtruction to boys who come deficient to the ſchool: theſe ſhould either be left to overmaſter difficulties, and get forward by their own induſtry, aided only by the common inſtruction; or what they received in particular from *him*, ſhould be apart. If the number of boys in the claſs was about twenty, and it was *called-up* twice in the part of the day allotted to Engliſh tuition, following the method above laid down, it would come often enough to the turn of each boy to read, to bring them all properly forward. When boys are taken pretty early from ſchool, the two firſt parts only of our collection, will be to be uſed by them, and they will, on this account, unleſs when they conſiderably

conſiderably exceed in a ſchool the number of forty, be diviſible into no more than two claſſes; if their number be greater, which in the common kind of country ſchools ſeldom happens, each of the two claſſes ſhould have a *remove*; and if it can well be contrived, the pieces read by theſe ſhould be calculated for an age ſomewhat more advanced than that of the claſſes they quit. But ſetting the boys of each claſs, at leaſt of the firſt, at the number of twenty, (a number they would in theſe ſchools very much oftener fall ſhort of than exceed,) and reckoning likewiſe upon two claſſes and no more, allowing farther four ſchool-hours for each part of the day, three of theſe may be appropriated to four callings-up, (two for each claſs,) taking up each of them three quarters of an hour; and the remaining fourth hour to be ſet apart, beſides looking over exerciſes, for the maſter's interval of eaſe and recovery from his fatigue. In this diſtribution of the ſchool-hours, there will be ſufficient time at each of the callings-up of the loweſt claſs, for the buſineſs already mentioned, and what remains to be ſo. Here the intervals between the callings-up, though contrived to be ſhortened all that was poſſible, are, it muſt be owned, much longer than could be wiſhed, amounting together to two hours and

a half for each claſs. The extremeſt care ſhould therefore be taken, to turn theſe to the beſt account, if they cannot be ſpent in ſuch neceſſary preparations for the leſſon as when Latin is learned. If this difficulty was to be helped by increaſing the number of the boys in the claſſes, when there were conſiderably more than twenty of the ſame age, *and conſequently having fewer Claſſes or Removes*, the turns of reading would be too few, and the ſhare of the maſter's attention to each boy too little.

If it ſhould be apprehended, that according to this diſpoſition, the *Collection* might not ſuffice to fill up the whole time, when ſo long a ſpace as five or ſix years would be taken up in going through the two firſt parts only; ſtill there will be other pieces in the ſame kinds deſerving to be read, that will nearly if not completely anſwer the ſame purpoſe. Deſcriptions too of ſuch curioſities of nature and art, as can be made intelligible with the help of prints, and will be intereſting to boys, if the number of other pieces fall ſhort, may be made uſe of. Upon the whole, there can be no doubt but the repeated reading of the ſame works (when not approved of for their extraordinary value) may be avoided, and a ſufficient ſtock of new materials be found, eſpecially for the higher claſſes.

The whole claſs, as they would not enter, ſo neither would they ever remove together, but each boy according to his reſpective ſtanding, ſufficiency or age. Thus every one, at whatever time he entered, and with whatever part of the collection he happened to begin, would, for the moſt part, go through the whole of what belonged to the claſs in the full term of three years. Nothing farther need be added here, to what has been already intimated, of the preference to be given to ſome of theſe pieces and extracts before others, of the quantity of them to be read at a time, of the place they ſhould reſpectively hold in the courſe, of the degree of perfectneſs to be required in underſtanding, and in naturally accenting and pronouncing what is read, of the attention to be kept up, and the emulation to be kindled through the claſs: other particulars there are, to be regulated by practice and the diſcretion of the maſter. Occaſion may be taken here to obſerve, that it may perhaps be of great conſequence towards giving their utmoſt ſtrength to the ripened faculties, that they ſhould be vigorouſly and not drowſily exerciſed, by ſubjects properly framed and well ordered for that end, while the mind is yet tender. Another remark may be added, that perhaps the young Imagination ought to be

wrought upon, and a lively impreſſion ſtamped on it, of all thoſe ſubjects and characters, which ought afterwards to work upon and influence us at a more advanced period, or which take the firſt place in thoſe hiſtories and works of genius and fancy which we are ever to be converſant with. May there not be an energy attendant on *perſonal* ideas received in the freſhneſs of life, incommunicable to thoſe we afterwards take in? If ſo, the nature, quality, and vigorous impreſſions of theſe, deſerves the moſt peculiar attention.—As to the other articles to be attended to, whether in the firſt or the higher claſſes, they are as follow:---Getting by heart and repeating particular extracts of poetry, diſtichs, moral precepts, deſerving to be fixed in the mind for preſent uſe or diſtant remembrance. This, though according to Mr. Locke, it may by no means ſerve the purpoſe of ſtrengthening the memory, will give occaſion for teaching the boys to pronounce with a propriety, freedom and ſpirit not ſo eaſy to acquire, however carefully endeavoured at, by reading only. *Great indeed* would be the influence of this practice, early begun with in the eaſieſt pieces, and ſkilfully proſecuted afterwards in longer and harder parts, through the higher formes, and at a riper age:

It muſt prove a ſure means of bringing youths gently and inſenſibly on, as their parts and faculties gradually ſtrengthen, to a free and natural public elocution.

Recitals are next to be required, if a maſter finds any of the forwardeſt boys capable of doing ſome degree of juſtice to the ſtories that have been read; but if they cannot be roundly told, let them not be hacked. This practice might help to fix attention and memory, as well as give opportunity to an able maſter of cultivating in the boys an early habit of communicating to advantage what they met with in books, and of properly relating whatever came before them. The time taken up theſe ways need not be a great deal, nor more than may be well ſpared from reading.

SECTION II.

Higher Claſſes.

There can be little doubt that the juſt and natural ſtages of hiſtory (the leading article in our plan) are three in number. Agreeably and in accommodation to this, the claſſes and removes (when an extraordinary number of boys makes the laſt alſo neceſſary) have been divid-

ed. When boys continue at ſchool but to the age of twelve or thirteen, they can go through no more than the two firſt claſſes; if they ſtay two or three years longer, their age will be capable of the third likewiſe. Up to that of fifteen or ſixteen, the themes and declamations (for theſe laſt, if ſparingly, will yet be uſed,) in common with the apparatus of books, the manner of reading, repeating and reciting, together with the maſter's admonitions, corrections and obſervations, will, as we have ſaid, gradually advance through the claſſes. If, in any inſtance, boys were not ſufficiently prepared by their foregoing *Parts* for their following ones, it would be at paſſing from the ſecond collection of parts, that is, from the ſecond forme to the third. The new kind of books would here require a much cloſer attention, and no ſmall efforts of the underſtanding, as well as ſenſibility of the heart. However, the reaſoning powers at this age would be much advanced, and pretty equal to this change of application. The ſame kind of reading, propoſed for the third claſs, will be fit to be continued, though youths ſhould remain in the ſchool to the age of eighteen or nineteen, inſtead of ſixteen.

It may perhaps be thought beſt, eſpecially in the higher claſſes, wherein narratives of conſiderable length are to be gone through, leſt they be frittered into ſcraps and fragments, (through the too much contracting of ſuch a number of readings at two *callings-up* of each claſs,) to give opportunity to lengthen the articles read, by having only one calling-up of each in one part of the day. This, where the boys are of different ages, from ſeven to fifteen or ſixteen, as is pretty often the caſe, when in country ſchools the whole number is not large, and where one maſter only can be had, becomes matter of neceſſity. If the buſineſs be conducted as above, if the quantity read at a time be not too little, and the reſult be, that the main of our common literature ſhall have been attentively read and heard, (the moſt valuable works more than once,) and the other talents improved, in the degree all this without extraordinary efforts may be effected, a great deal will be done, and very conſiderable advantages ſurely obtained. And youths converſant in our beſt authors to the degree they will be made ſo, not only by this diſcipline itſelf, but by its concomitant advantages, by the encouragement it will give, in the openings, aids, and directions it

will afford, for abundant other Engliſh reading out of ſchool-hours and at home; they will be, on their removal to the univerſities or elſewhere, better prepared and at better leiſure to give themſelves up for a time to the ſciences and profeſſional inſtruction; whereas *now*, things lie in the extremeſt confuſion at places of later inſtruction, ſuch numerous objects of attention cauſing a wonderful diſtraction of ſtudy, rendering it impoſſible to purſue any thing near the whole number properly, and breeding ſmatterers in ſcience rather than ſcholars. But were a ſolid foundation of Engliſh letters and knowledge laid at ſchool, youths need not be very much engaged by theſe at the college, but ſuſpending them in a good meaſure for a time, might devote themſelves with leſs interruption, during good part of their ſtay at univerſities, to the more direct objects of formal teaching and ſcience.

Though, in moſt part of what has been ſaid in this article, I may have gone beſide my general purpoſe of avoiding detail, where the ſimilarity of proceedings between the preſent Latin method and *This* ſeems to make it needleſs, and a conformity to the preſent ſchool-

œconomy

œconomy of the claſſes is nearly ſufficient; yet it appeared of ſo much conſequence to put it out of all doubt, that the plan was practicable in theſe as well as all other parts of it, and to ſilence cavil, that I have not ſcrupled to break in upon my own rule.

Many things have been mentioned in the Sections *of the Collection and the firſt Claſs*, which being freſh in the reader's memory, though of neceſſity to be applied to theſe claſſes, will be attended to without my repeating them.

SECTION III.

Intermediate School-hours between Leſſons.

Theſe muſt need be ſo many, as to deſerve to be diligently improved. They are to be uſed—for getting by heart the repetitions ſet by the maſter, to which the boys may be invited by praiſe to add voluntary ones—for writing Engliſh themes, at firſt on the moſt obvious ſubjects in the plaineſt ſtyle, riſing in all reſpects afterwards;—the ſame, according to Mr. Locke's direction, as to letters to be wrote to their friends. If, by the maſter's intimation, not order, the boys could be brought ſometimes to chuſe for the ſubjects of theſe or part of them, *thoſe* of their leſſons, it would make them more earneſt

earneſt and intent upon the leſſons, beſides fixing them in the memory.

As to verſes, let none be made but by the freeſt choice. Their early reading of poetry will ſtimulate and throw it in the way of that exceeding ſmall number of boys who have a natural vein, to give ſigns of it. Nor is it only the verſes they read, but the turn of the pieces in proſe, addreſſed, in a great meaſure, to the fancy, that will be ſure to ſhew if they excel in that faculty; without which, a trick of chiming metre, learnt only from the ear, ſhould be checked betimes, and by no means ſuffered to grow up with them. Of the practice of requiring Latin verſes of boys at almoſt every grammar-ſchool, it may be obſerved, that it has no advocates to juſtify it on rational grounds. Nor is it unuſual for the maſter to do ſo by a pretended neceſſity for it by and by at the univerſity, while the college officers have little other plea to alledge on *their* part, but the being loth to baulk ſtudents, by making light of, and neglecting a faculty ſo much countenanced at the ſchool. Another employment likewiſe for theſe hours, would be attention to the maps and tables of chronology, to the prints that ought to be found in the books or to be kept in the ſchool, either thoſe of the dreſſes of the ancients,

ancients, their arms and implements of whatever kind, or hiſtorical ones relative to the ſtories that have been read in the claſſes. As to the latter ſort, ſuch, for inſtance, as that found, I think, in Dr. Smollet's hiſtory, of king Harold facing the enemy and receiving the arrow in his heart, would enforce wonderfully the views of hiſtory, and make its impreſſions in a manner indelible: the notice taken by the boys of the prints, if placed always before them, would demonſtrate at leaſt how each ſtory had been felt; as the conſtant ſight of them would give occaſion for ſhewing if any of the boys had a talent for the arts of deſign, or however to inſtill an early liking to them. Without enumerating thoſe ſtories that deſerve to be illuſtrated by prints, it may be ſaid, in general, that every amiable character or illuſtrious action inſerted in the ſtories that are read, if ſtanding in connection with proper incidents for this kind of repreſentation, lays claim to it; but the misfortune is, too many of this ſort of events are perhaps ſingle, or unaccompanied with proper circumſtances for this purpoſe.

But to return. Boys are likewiſe to be encouraged to look over their paſt leſſons; and the newly-entered and backward boys particularly to prepare for the next. They are to ſpend

ſome

ſome of their time in aiding and directing one another. But every thing of theſe kinds the maſter ſhould promote rather, if poſſible, by his addreſs, by kindling emulation and by praiſe, than command.

It may be thought right, perhaps, for the maſter not always to go on with the parts lying next in the book, or to let the boys always know that which is to come next; but give it now and then the advantage of novelty and ſurprize. The whole of this diſcipline will not only bring them forward, but ſerve to indicate to an obſerving maſter their particular turns of mind and capacities, and the profeſſions and ways of life they may be fitteſt for.

SECTION IV.

Arithmetic, Geometry, and the reſt of Mr. Locke's Articles of Inſtruction conſidered.

Arithmetic, and, according to ſome good judges, geometry may be taught early. It would be adviſeable, if poſſible, that every thing of this kind ſhould be done out of ſchool-hours; but ſome parents would rather chuſe to encroach upon theſe at the expence of Engliſh learning, (and very rightly, no doubt, where their ſons ſhew an extraordinary turn ſuch ways,) of which it muſt be ſo very wrong to neglect

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an early cultivation. Where an apparatus could be had, boys might have it explained to them, and be taught any of the parts of natural hiſtory, if inclined to it. For Mr. Locke's other articles, it would rarely happen, eſpecially where one part of the day was given to Latin, that time could be ſpared for them; and where it was not, *both* that the boys would have an appetite to ſuch ſubjects, and that maſters for them would be at hand: however, when theſe two circumſtances concur, it will perhaps ſometimes be thought beſt, to take ſome parts in the days of each week from the learning in the claſſes, for application to ſome or other of Mr. Locke's branches of knowledge; and the rather, ſeeing that determinate acquiſitions, where every ſtep of the progreſs is diſtinctly marked, and which bid fair to be long remembered, are entitled to be preferred on theſe accounts before others that are not ſo; and it cannot be denied to be more certainly known, that neither the maſter nor the ſcholar have been idle, when advances are made in moſt of the articles in queſtion, (provided a competent judge be to be found,) than a proficiency in Engliſh learning can be by any very immediate and expreſs marks that can be given of it. And every prudent Father would prefer

for his Son (where the importance of the acquiſition was the ſame) thoſe parts of learning, wherein he has the ſureſt teſts of the Maſter's diligence and the Scholar's application.

But notwithſtanding; ſo great ſeems to be the pre-eminence of Letters, and the advantage of an early bias to that ſpecies of knowledge over the others, that it is pretty plain, where there is a competition, and time may be wanting for both, that theſe ought to give way to the former, and one of the parts of the day at leaſt, very generally, to be allotted to Letters in preference. And in confirmation hereof, after repeating that the Maſter for Engliſh would ſeldom be capable of teaching any number of the other articles; and that particular Maſters for moſt of them would be wanting or expenſive; it ſhould be obſerved, that if too many of theſe were taught together, beſides confuſion, it would be very difficult to come at a knowledge of the progreſs made in any of them, and that generally for want of able Examiners, leſs would be known of this progreſs, be the teſts ever ſo determinate, than in that of literature, wherein the Parents themſelves, or ſome of their friends will always be tolerable judges.

It may be obſerved to be a growing practice with many of thoſe perſons who breed their ſons for Trade, and are become ſenſible of the inſignificance of Latin to them; to bring them up chiefly at Schools, or what in London are advertiſed as Academies, where they are kept to Writing, Accounts, and perhaps ſome French. Now, if no more general and complete Improvement is in proſpect, would it not be highly adviſeable for theſe Parents at leaſt, if they did not attempt to introduce the main, or the principal Articles of this Plan, to take care to extend more or leſs *that* of the Maſters they employ, and to induce them to admit into it inſtruction, either in ſome of Mr. Locke's articles, or ſuch other ſimilar ones as will readily offer themſelves? At theſe Schools and Academies time cannot be wanting between the ages of ſeven or eight, and fourteen or fifteen, for ſeveral other articles beſides thoſe now taught; nor are Articles wanting for the Time; nor ſurely in large Cities, well-qualified Inſtructors in any of the various fit branches of knowledge. Maſters in London, or far leſs populous cities, might ſurely meet with encouragement, and find their account in attending to and applying this intimation.

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SECTION V.

Diſcipline.

It has been here intended to put little violence on the preſent School-œconomy, and to fall in as nearly as poſſible with cuſtom.

We were averſe to innovating in any points but thoſe where new matters and modes of inſtruction required it. For Correction, in particular, nothing new is propoſed. It will indeed be plain, that the inviting, in preference to the ſevere Method, is here neceſſary. But Authority is, however, in this Writer's opinion, at all events to be maintained; and rather, where there can be no Medium, enforced with rigour and chaſtiſement, than given up or even relaxed.

SECTION VI.

The Day to be divided between Latin and Engliſh Inſtruction.

A Queſtion might ariſe, in caſe both Latin and Engliſh were to be taught, if it ſhould be together, and not ſucceſſively?

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The reaſons need not be given at large, why we have preferred the former method, allotting one half of each day to the two languages reſpectively, under one Maſter; to do otherwiſe would be needleſsly loading the Plan by multiplying Maſters and Schools. Neither does it appear but that Latin, together with Greek, may as well be learned in *twice* the number of years and as many again half-days, as in a *ſingle* number of years and of whole days. And as to the *Engliſh and other* Parts, they had moſt of them better be carried on from the tendereſt to a riper age, without intermiſſion.

But the way is open to any perſons who may chuſe it, to uſe two ſchools, and teach both ſorts of articles in ſucceſſion.

Though many of the Scholars would be conducted through both diſciplines, yet the large number of thoſe who ought to throw aſide Latin, and be kept to the Engliſh one only, ſhould have Schools on purpoſe, where they may be taught from the *Collection*, on both parts of the day alike, or on one only, devoting the other to the reſt of the above-mentioned employments.

If the whole of the day was ever to be dedicated to Engliſh, in this method it would be nearly as two halves, counter-part to each other, and little or no variation perhaps on that account proper; but except in little Country Schools, where no Maſters for almoſt any of Mr. Locke's other articles could be afforded or had, where the ordinary Maſter was not capable of other teaching than this of Engliſh, or where this was thought by Parents ſufficient or preferable: in all other inſtances one part of the day would be the whole allotment to our own Language; in theſe, in caſe of any change at all from the uſual Method, more attention ſhould be given to making boys recite, in words of their own, the ſubſtance of Stories or Fables.

SECTION VII.

What Regard ought to be had to Reading and Application, out of School-hours, on particular Holidays, and in Breakings-up.

As to boys of the firſt Claſs, it will be ſeldom right to put them upon looking much into books, out of School-hours. They will have ſufficient exerciſe for their tender years in going through the buſineſs of the Claſſes, and School.

Recreation

Recreation is fitteſt for the reſt of their hours, except only when, in the caſe of a few very extraordinary boys, ſerious employment becomes their abſolute choice.

There will be many other Pieces, beſides thoſe in the Collection, ſuitable to the age of the ſecond Claſs, which may be thrown in the way of the boys, or hinted at, if not adviſed to be read for their entertainment, out of School-hours and in Holidays. It is plain this ought to be done with great gentleneſs, to be made matter of good-liking, when not of direct free choice, and never of compulſion. Let them not be ſurfeited with reading, nor books at any rate be made odious to them.

In regard to the uppermoſt Claſs, and the Youths that ſtay lateſt at School, it will be extremely deſirable, not to ſay neceſſary, that theſe carry their application beyond what is *there* required of them. There will be abundance more of excellent Books in proportion, level to *their* more advanced Capacities, than can be read in the School. The Maſter and Parents ſhould therefore look upon it as their indiſpenſible duty to encourage ſuch other reading abroad in theſe boys as coincides with and may promote the School-ſcheme; being careful,

indeed, not to make forbidden-fruit of unſuitable and bad Books by anathemas, but to keep theſe out of their way, and even knowledge, if poſſible; or, if it be not, to ſhew their diſapprobation no otherwiſe than by the ſlighteſt and moſt incidental expreſſions of contempt; and in this whole matter, it is of extreme conſequence that the Maſter and Parents agree, act in concert, and even in the fulleſt harmony.

What need there is of this, to ſtop the Courſe of libidinous Works, and ſuch as ſap the Principles of Youth, is well underſtood.

SECTION VIII.

The Uſe of Preceptors and Tutors, on this Plan.

Where Youths of Rank have Preceptors or Tutors, theſe take at School the place of the Parent, at home that of the Maſter; and, if no more, would be able to forward their Pupils in Engliſh as well as the ancient Authors, to perfect them in reading and improve them in reciting, to give them a juſt notion of beauties and defects, to correct their ſpeech and writing, far better than could be done by the divided Care of the Maſter alone.

PART III.

Accommodation of the Plan to the Diverſity of Ranks.

Having expatiated thus largely on the new Articles to be taught, and the order and method of teaching them; we are now to apply this to the ſeveral Ranks and Conditions of Youth amongſt us. For this purpoſe, it will be beſt to divide them into thoſe bred to independent fortunes, or intended for Profeſſions, the Army, mercantile Employments, the higher and the lower mechanic Trades, Labour or Service.

SECTION I.

To which of theſe the Ancient Languages ſhould be taught.

The Ancient Languages, Latin at leaſt, will be thought proper for the firſt in order of *theſe*, with a few exceptions, and neceſſary for the ſecond; but ſurely of little utility to any of thoſe of the three next diviſions but ſuch as have the beſt *parts*, and of abſolutely none to thoſe of the inferior ones.

SECTION H.

Both the Engliſh and other Parts of this Diſcipline, proper for Youths of Rank, and ſuch as are deſigned for Profeſſions.

The giving part of their earlieſt application to their own Language and Authors, and agreeably to the reſpective bent of their minds, to others of the objects in Mr. Locke, muſt be of the moſt peculiar ſervice to the very higheſt Ranks amongſt us, to the Sons of the Nobility and of Gentlemen of the largeſt fortunes. Their late or deſultory attention this way, muſt be felt in its conſequences through life; they muſt ſpeak in private and in public, as well as write, exceedingly the worſe for it; not to inſiſt upon the advantages they muſt loſe in point of morals, and neglecting to lay a timely foundation for a cultivated literary taſte and a turn to ſtudy. For Youths meant for Profeſſions, can there poſſibly be need to preſs ſuch an early culture *upon them?* What *Calls* on the part of the ancient Languages can there be ſo urgent upon them, ſo indiſpenſible, as *that* to theſe other Studies, which early in life, as well as late, deſerve ſurely the preference, in caſe of an unavoidable interference? As to Boys deſtined to the military

or the mercantile Sphere, inſtruction in the Languages, one part of the day, would be uſeful for ſo many of them only as ſhewed an extraordinary pregnancy of parts. Thoſe few in the inferior Ranks, who in this reſpect were exceedingly diſtinguiſhed, and no others apparently, ſhould partake of the ſame Culture. Again, whatever was the Rank or Deſtination of Youths, thoſe only ought to be taught more of the Tongues than was matter of decency, who gave ſigns they would not lay them aſide, but make conſiderable uſe of them at a ripe age: pretty manifeſt ſigns of theſe kinds would offer themſelves to obſerving Maſters and Parents; when they were wanting, it would ſurely be enough to give boys, when neceſſary, a ſmall tincture of Greek, beſtowing on this, and their greater proficiency in Latin, half the day, to the age of twelve or thirteen, and taking away and applying even that half afterwards to the other purpoſes found or promiſing to be more ſuitable or beneficial. If, by miſtake, ſome boys ſhould be taken from the Languages at thirteen, who might ſhew afterwards a deſire and capacity for gaining and benefiting by them, the acquiſition that was poſtponed might ſtill be made at a later period; the intermediate years at School having been diverted to

the moſt profitable ends, fully compenſating every inconvenience of the delay. Neglects or omiſſions of other matters, through too much application to the Tongues, would be *leſs* retrievable. But ſurely, very few of thoſe who would not exert afterwards an extraordinary induſtry, to perfect themſelves in Latin and Greek, would have turned to any great account a complete early acquiſition of them. The Authorities againſt waſting ſuch a length of years on theſe Tongues, are without number, and of the greateſt weight. Were a Collection of them to be publiſhed, with the great name of Mr. Locke at its head, might it not be hoped to carry irreſiſtible force with it, and to overpower and bear down even that of Cuſtom?

SECTION III.

Of the Middle and Lower *Ranks.*

Having done with thoſe ranks of Youth who are neceſſarily to partake of the Latin inſtruction; it will be proper, in the next place, to ſpeak of the remainder, who, we think, ought, in a manner, wholly to be excluded from it, and be confined to Engliſh with the reſt of Mr. Locke's Articles. All thoſe come within this number who lie between the two

firſt ranks, with a few of the third on one hand, and the very loweſt on the other; that is to ſay, thoſe in general who are intended for the military and mercantile ways of life, and for the higher and the lower or mechanic Trades. All theſe are found to be very little the better for the Grammar-ſchool, but might ſurely be improved in divers reſpects at the Engliſh one. It muſt be impoſſible that thoſe intended for the army ſhould profit leſs in this way than the other; or, if not a right, that they could take any wrong, bias from it. The ſame is to be ſaid of Youths bred for the Navy, in regard to their few years ſpent at School before they are hurried abroad. If, as is extremely to be deſired, any other inſtruction in form was to be given on Shipboard, beſides that in Articles of Navigation; it ſhould ſeem our Engliſh plan would be the very fitteſt for the purpoſe. As to Merchants, and the higher orders of Trade, it will be agreed on all hands to be proper to give *them* ſome early bias in favour of Engliſh Literature, to initiate them in ſome of the branches of knowledge ſet down, and afford them an opportunity of proving their turns or their talents for the arts of deſign, or whatever others. For Youths deſigned for the inferior Trades, it will hardly be maintained that the

Turn to letters imbibed at theſe Schools, will ſet them above their buſineſs, give them a diſlike to it, any way diſqualify them for it, or, after they are engaged in it, call off too much of their attention to Books; allowing, however, that a few inſtances in ſome of theſe ways are to be apprehended, the advantages obtained muſt greatly outweigh ſuch an inconvenience. Learning, it is true, in common with other the moſt excellent objects, may be unſeaſonably or too eagerly purſued; but ſuch a poſſible incidental abuſe, will be no greater an objection to the inſtilling into Youth an attachment to *this*, than to many of the others. A moderate care in providing Editions and Collections, and in proper recommendations, would put it paſt a doubt, that the general Reading of theſe perſons in trade would be ſuch as not only to ſtrengthen right principles, and promote good conduct in general, but to preſs home upon them the duties of their ſtation, diligence and a due attendance on their Callings; that it would at leaſt ſupply innocent and cheap recreation at home, inſtead of the diſſolute and extravagant ones that might be given into abroad. As to Pedantry, (the Vice of Learning and Taſte,) it will not be a much greater reflection upon men in trade, than other exceſſes and extremi-

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ties are to men in general, in ſcientific or other purſuits; if one of theſe ſhould therefore now and then grow vain and oſtentatious of his knowledge in books, this kind of excreſcence from that which, while it kept its due bounds, was laudable, would be nearly as excuſeable in this inſtance in *him*, as other ſpecies of the ſame kinds of folly are in other men. In all objects worthy of purſuit, in order to carry the generality up to the true medium, ſuch incentives ſhould be uſed, as may move a ſmall number to go beyond or beſide it. Univerſities could not give due encouragement to Learning without producing Pedants among their Scholars; and is it not in Countries the moſt diſtinguiſhed for true Taſte, that affectation in Virtù is carried the fartheſt? What, again, could be more abſurd than to ſend children of theſe inferior Ranks to Grammar-ſchools, as is univerſally practiſed, on a ſuppoſition that a reliſh for Books would be hurtful to them? They can learn Latin, for no other end but to read it; that not one in a hundred of them leaves the School capable of this, may be very true; but yet this is the end pretended; for it can never be acknowledged, that ſo many years of drudgery are ſpent without meaning any thing at all. The Advocates for Latin then, owning Latin

is taught boys of theſe ranks to bring them acquainted with the Claſſics, and conſequently to inſtil into them a deſire to read theſe Authors through their lives, muſt, with the utmoſt inconſiſtence, condemn giving them an early reliſh for Engliſh literature. Again, the wiſeſt way can never be to leave every thing to chance; but there ought to be, in common prudence, a general View, to bias theſe numerous ranks of Men either for or againſt Learning. Nothing can be more illiberal, nor more inconſiſtent with the general profeſſed principles of the Times than the latter; but it is not uncommon for thoſe to be covert and implicit Enemies to the ſpreading of Learning, at leaſt to its deſcent to Ranks below their own, who are aſhamed to ſtand forth avowed Advocates for Ignorance. It ſeems to be owing to the ſame kind of principle that ſo long locked up the Bible and the Prayers in Latin, that there is an indifference and diſlike, not to ſay a dread, (among many of thoſe who ought to be its eſpecial promoters,) of communicating a good meaſure of early and ſolid inſtruction, and conſequently a future attachment to Engliſh literature to the more numerous Claſſes of our Countrymen; but, under pretence of imparting Latin, when it is in fact known that a few totally unprofitable ſcraps

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of it will be the ſole acquiſition of many years' drudgery, Engliſh is withheld. Once more; were a general ſpirit of diſcernment on the part of theſe Ranks to operate, it would be ſtruck with a comparative attention to the Uſe and fruits of School Education in their own and the upper Ranks. Boys in theirs, as ſoon as they have, by the Age of Thirteen, waded through ſuch elements of Latin as in themſelves muſt be totally inſignificant, are taken finally away from the benefit of all formal inſtruction, in order to be confined in Shops; while Youths of affluence, and thoſe deſtined to Profeſſions, ſerving themſelves at leaſt of the Acquiſitions of theſe ſame years, as a groundwork for their future Skill in two incomparable Languages, are continued-on ſucceſſively at the School and the College through ſuch another number of years, where they meet with every aid, form and diverſity for, and of literary and elegant inſtruction. That part of this hardſhip then, which only can be remedied, are not the Men of Trade infatuated to leave as it is? They may, at the worſt, take away their Children from Latin, and beſtow on their early years all the intellectual benefit an Engliſh Plan, ſimilar to this before us, can afford them.

Nor

Nor is this whole matter by any means only a particular, but a momentous general concern. We, of this nation, are warm Admirers of the Eminence in Letters and the Arts, of ſeveral of the ancient States, and equally proud of the advances we preſume to have made ourſelves in their imitation; of the Men of Genius we have produced; and of the cultivated Taſte thought to be already ſpread or ſpreading amongſt us. How little of a piece with this is it, abſolutely to waſte in Grammar Schools ſix or ſeven of the choiceſt Years of ſuch numbers of our Youth; and then, (magnifying the idleſt fears,) to ſeek colours for denying every meaſure of knowledge in Letters, Science, and the elegant Arts, to ſo vaſt a proportion of Engliſhmen as are included in the Degrees now conſidered, and the inferior ones! Contrariwiſe, the Powers and Capacities of the whole People have been cultivated and raiſed as high as poſſible, have been made familiarly converſant with, and deeply intereſted in, the Objects of the Arts, wherever theſe have extraordinarily excelled. And why not as well ſhut out Numbers from benefiting the Public with their bodies or their purſes, as from ornamenting and illuſtrating it with their *Minds?* The firſt of theſe might as wiſely be on ſet purpoſe kept feeble and empty,

as

as the laſt depreſſed, ignorant and weak, blunting the edge of youthful and aſpiring Alacrity with a ſeptennial jargon of foreign Syntaxes and Grammars.

As it cannot be known, whether boys deſigned for Handicraft Trades will be Maſters or Journeymen, the breeding of them all muſt be the ſame. There cannot be too much care taken, indeed, in ſuiting Mr. Locke's Articles to the Views as well as Capacities of this, at leaſt equally with the reſt of the Claſſes. Accounts, Geometry, Mechanics, Drawing, and perhaps ſome other Articles, ſhould be ſet before them; their approved talent for any of theſe be attended to in the preſent, and recommended by the Maſter for protection, proper placing out, and all due encouragement in future.

SECTION IV.

Loweſt Rank.

It is plain, the very loweſt Rank of Children, (thoſe of labourers,) can receive, at moſt, but the ſmalleſt tincture of learning, if even this be not denied them. However, as they need not, in general, be taken away from School,

School, and given up entirely to work, till they are ſeven or eight years old, and often ſomewhat later; they may, if well taught at a good Reading-ſchool, be the better for ſome of our Articles calculated for the firſt Claſs, the Religious ones in particular, which would only conſiſt of many of the Hiſtorical parts of the Bible, (wrought, if poſſible, into one entire and complete Narrative,) together with the preceptive ones, leaving out all the thorny doctrinal Points. Or, not to inſiſt on the uſe of a Collection not yet made, there are already extant ſome ſhort and cheap Publications of this kind, not unfit, I preſume, for this purpoſe.

It is plainly eſſential to this general Deſign, by means of better encouragement to more proper perſons, to have reading better taught, and Children well, nay completely, grounded in it by their School Miſtreſſes. This might ſurely be effected by a very moderate attention in thoſe who have the appointment, or contribute to the pay of theſe Teachers. And as it could not be worth while to remove theſe poor boys to the *Maſter*'s School for the ſmall ſtay they could make there, the more care would be wanting to ſee that they effectually profited under the Miſtreſs. If any well-qualified, liberal-minded perſons,

perſons, of the ſeveral Towns or Neighbourhoods, would have an eye to it, (as the importance of the concern highly deſerves,) they might not only ſee that reading was well taught, but have an opportunity of diſcerning, by means of this grounding of the boys in it, whenever any of them had ſuch an extraordinary pregnancy of parts, or turn for learning, as merited their being placed above labour, and in the walks of life Nature pointed out for them. It would be of the extremeſt moment to take care theſe Children were kept to work, from as early an age as poſſible, moſt of the hours of the day; the ſame, or ſtill more indiſpenſibly than if no ſchooling was to be afforded them. And by making work, for the main of the day, a condition with their Parents for entering and keeping them at ſchool, this circumſtance would come to have more tendency to remove than promote idleneſs at home. Obſerve, that where Parents are careleſs, they will not want the excuſe of the School for leaving boys idle; where otherwiſe, they certainly will not be hindered by their Children's being ſent there a few hours, from keeping them to work the reſt of the day. A difficulty ariſes, in what was propoſed above, touching the different diſcipline ſuited to the Children of labourers and thoſe of their Betters.

The laſt will paſs the whole day with the Miſtreſs, nothing but merely learning to read will be propoſed for them; they will remove at ſix or ſeven years old to a new kind of School: for the others, they will have but two or three hours of the day to ſpare here, and making the moſt of this their only inſtruction, they ought to attend more to the meaning of what they read, and more carefully remember the ſubſtance of it; which they may be brought to do, by being often kept a year or two longer at the School than the other Children. All this will require different Claſſes, different hours, and even ways of teaching; the whole of which, if it adds conſiderably to the trouble, will by no means be too much for the diligence of an intelligent Miſtreſs, receiving an extraordinary recompence for her pains. It will not, one may preſume, be denied, that there are very many good reaſons to give, why the very pooreſt Children ſhould be taught to read. This might certainly be done without ſetting them above work, or taking them too much off from it: there is time for both, and no neceſſary competition between them. If reading was univerſal, it would be no cauſe of pride, or inſpire any with the notion of being privileged by it with an exemption from the meaneſt work.

If

If it has hitherto had that tendency, this has been owing to the poor Children who have been taught it perceiving that labour was always the lot of ſuch as were deſtitute of the ſmalleſt ſhare of learning; and being thence led to infer, that all who poſſeſſed the laſt, were therefore to be free from the other: an incompatibility between the two, when favouring pride and lazineſs, was eaſily fancied, and perhaps they had always heard learning and labour ſpoke of, as excluding each other, and the uſual marks of diſtinction of Ranks. But now, if theſe were deſtroyed by teaching *all* to read, the cauſe of this inconvenience would be removed; and little more would be done that could be called encouraging high thoughts, pride, and diſcontent in the Poor, than to open a poſſibility for Children, no longer deſtitute of this neceſſary qualification, to riſe a degree above their Parents, and above labour. And ſurely, by denying reading, it is not meant to tie any neceſſarily down to the condition of their birth, entailing menial drudgery upon families, like the loweſt of the Eaſt Indian Tribes. Rotation, or the chance of it, is more equitable, and eſſential to the Spirit of Liberty. If learning is looked upon as advantageous, let this ſmall portion of it at leaſt be imparted to every one. To diſcredit

this practice, it is not enough to ſhew, that it may have now and then inſpired a principle of hurtful pride, or that ſome perſons have been induced to abuſe the benefit, and aſpiring at ſtations that belonged not to them, have, by their miſconduct, finally brought ſhame upon themſelves and their Education; it ought farther to be proved from experience, (which it neſer can,) that theſe evils have not been counterbalanced by greater advantages, and that the iſſue has not been, upon the whole, beneficial. Over and above thoſe ſet apart for Religion, hours of recreation can be denied to no rank; and if our Compoſitions were more like thoſe of the Greeks, and more accommodated to all capacities, ſome of theſe hours would certainly be employed in *them*; and thus not only the lower people would be in ſeveral reſpects bettered, but Authors would, with *that* of their readers, increaſe the number of their admirers; the eſteem and applauſe of genius and literature would be univerſally ſpread, and Authors, conſcious of this, be farther inſtigated to excel. Many of the paſſages in Poetry, the moſt admired by the beſt judges, have been ſuch as have touched the boſoms of the very Vulgar. It is not with coarſe humour only that theſe are pleaſed, but often with true pleaſantry and peculiarities

culiarities of character. Their Souls are, too, ſuſceptible of the tendereſt ſenſations from ſtories movingly told, from ſimple, natural, and even from elevated, and ſometimes delicate incidents and paſſages in whatever kinds of Compoſitions. If this was not well known, and confirmed by perpetual experience, there are the higheſt authorities in ſupport of it. A Love too for the fruits of Genius will not only deſcend, but it will aſcend; when it has taken hold of the loweſt Ranks, its influence upon their Betters will be quickened; theſe will be aſhamed of not being more affected by it than the others, and the more it is diffuſed, the greater will be the Nation's credit from it, and the more animated the Writer's exertion of his talents. The firſt ſtep towards ſome ſmall meaſure of this, muſt be teaching all, without exception, to read; if a liking of a proper ſort of books follows, this will be the beſt amuſement that ſome number of the lower Sort can ſpend their leiſure hours in, for the benefit of the public and their own: as has been already hinted, it may be had at home, for little coſt, and may prevent extravagance, drunkenneſs, and other vices; beſides that, to the greater number the firſt Elements of ſome of the Arts are communicated, (or at leaſt the means of obtaining

 them,)

them,) the more may be expected to excel in them: High or Low, it does not ſeem to be underſtood that there is any great difference in natural talents or parts. Elevation may be very well accounted for in moſt inſtances, without a ſuperiority; and depreſſion, without a deficiency in theſe. I remember to have heard it obſerved, by a perſon of great eminence, That it reflected ſhame upon the Whigs, the great advocates for natural equality, to have oppoſed the general teaching of reading. This indeed they did in oppoſition to Charity-ſchools, in times when theſe were made the inſtruments of Party; but now this objection is at an end, if the others alſo have been ſatisfactorily anſwered, and ſome degree of attention were beſtowed to prevent flagrant abuſes, one ſhould hope ſome method for extending to every one the benefit of Reading, would every where take place. The fulleſt advantage, indeed, of whatever kind of inſtruction is allowed to Pariſh Children, ſhould be imparted, not without an honourable diſtinction, to the Children of thoſe laborious Poor whoſe painful induſtry provides for them: if the contrary ſometimes has been and is the caſe, there cannot be a more cruel injuſtice in the Public, than to deny equal advantage to the latter with the former, much more

more ſuch an advantage as has a tendency, while there are many who do not partake of it, to raiſe Pariſh Children to a rank above labour, and tie down thoſe of the induſtrious Poor to it. The leaſt the Public is bound to do for theſe, where the others are taught at Work-houſes, is, every where to open Charity-ſchools for *their* free inſtruction.

I ſay nothing of Writing and Accounts, which have been the cauſe of all the Miſchief pretended, and laid to the charge of Reading. The latter does not (directly at leaſt) qualify for any employment above labour; Accounts in particular do, and have often, no doubt, been the cauſe of high thoughts and bad conduct in Youths of the meaneſt capacity as well as birth.

It muſt be owned to be a liberal and generous aim, to ſpread univerſal Taſte and Knowledge; to call forth, as far as is poſſible and prudent, the active talents, and the obſcured and latent ſenſibilities of every Citizen. As the Children of Poverty cannot be very conſiderably leſs indebted to *Nature* for theſe kinds of powers and faculties, than *thoſe* of Wealth; ſo neither does depreſſed *Station* neceſſarily forbid ſome meaſure of their Uſe and Application. Thoſe

of low birth who have a talent for exerciſing any of the Arts, may with care be early diſtinguiſhed, and put in a way of exerting it; the Reſt, by being improved with a little early inſtruction, by having a plenty of the Works of Art placed before them, by a choice of ſuch ſubjects for theſe as may render them intereſting to the lower Degrees (ſuch as are ſimple and obvious, inſtead of complicated and refined, and drawn from or built upon domeſtic or popular Occurrences,) by receiving early notices that theſe are not meant for objects altogether above *them*, and for the excluſive contemplation of their Betters; with all theſe, and ſome ſmaller precautions and attentions, there can be no doubt but many of the productions of Letters, and of the Arts, might come to draw the regard of great numbers of the meaneſt amongſt us.

There is not any other equally noble object to contemplate as a Nation (practically, not ideally ſpeaking,) arrived, through all its Members, at the higheſt pitch of Knowledge and of Art. The contrary Extreme of Barbariſm and Savage Ignorance would not be the moſt deſpicable and odious of all Objects, if *this* was not the moſt exalted and attractive. Inſtead, therefore, of affecting to contemn what is called the

fore,

Vulgar, and of ſcorning all ſchemes for diffuſing ſome meaſure of this Spirit among them, by care and cultivation, the higher Ranks of a magnanimous Nation ſhould look upon it to be the true and only means of obtaining, with the preſent Age and Poſterity, a glory far ſuperior to that of War and Empire. This is contending for no more than to qualify and excite all men of natural talents to their proper exerciſe and exertion, and to open the eyes, as far as is practicable, of all Degrees, to a juſt admiration and purſuit of the eſtimable Productions of Genius and Art, and of the Treaſures of Knowledge.

Satisfying the Cravings of Nature, and gratifying the Appetites extraordinarily excited by Labour, if it be the firſt, will not be the only object of deſire with the loweſt Ranks. The Powers of the Mind cannot be ſo blunted by the Toil of the Body, as to become torpid and inactive. All its Paſſions and Affections, even the moſt purely intellectual ones, will ſtill be kept alive, and put-in their claim for indulgence. So far as the Objects in queſtion are concerned, we have been endeavouring to ſhew how fit it muſt be for men of influence to bear ſuch a truth ever in mind, and to point out to them the conſequences of theſe kinds it ſuggeſts.

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The loweſt, in common with the higheſt Ranks, (though in a far leſs degree) muſt needs be affected, almoſt equally by the Works of Art preſented to their view, as by the ſceneries of Nature. I have farther been ſhewing it to be deſirable, that they ſhould be ſo to a very conſiderable degree; and have therefore urged, that endeavour be uſed univerſally to quicken this neceſſary Affection of the mind, to bring it much in play, to regulate, and, in ſome meaſure, refine it. To this end, let ſeveral of the branches of intereſting and curious Knowledge (as has been adviſed) be plainly and clearly ſet before the moſt reflecting and inquiſitive of the lower people, in cheap and ſummary Treatiſes; let ſome of the literary Works of Fancy, inſtead of wrapping them up in intricacy, difficulty and obſcurity, be accommodated to vulgar Capacities and Conceptions:—Chuſe for the Subjects of your Paintings and Sculptures ſuch as are obvious and popularly-intereſting; and, inſtead of induſtriouſly ſecreting theſe Works, denying the largeſt participation in their enjoyment, and making them the narrow Objects of private gratification, and of Purſe and Property-pride, expoſe them, if poſſible, as publicly as Edifices and Monuments:—Rather give a premium in regard to every kind

kind of theſe laſt, than ſuffer the ſmalleſt fine to be ſet on the Curioſity of the loweſt Degrees to take a view of them; and, agreeably to their End, let monumental Figures ſpeak, not a ſtrained and a darkly-emblematical language, but an obviouſly intelligible one to an ordinary Beholder. On ſuch an entire adjuſtment, there would be few of the meaneſt Inhabitants of London who would not join in the ſatisfaction applauſe and admiration, of the great Works of Art it does, or might contain; would not acquire ſome meaſure of juſt Taſte, and help to add a ſpur to the re-animated Alacrity of every Species of Artiſts.

Connected, in ſome meaſure, perhaps, with the early implanting this kind of diſpoſition in the low Ranks, would ſtand *that* of inducing them to a cleanlineſs, neatneſs, and tightneſs in the perſons and dreſs of themſelves and their children, and in their homes; and when touched with what was decent and elegant in *artificial* figures abroad, they muſt be ſtruck with an averſion to the contrary within doors: as, on the other hand, it muſt be a ſtill ſurer conſequence, that beginning with Neatneſs, and the whole of theſe attentions in their Families, (as being the fruit either of an ingenuous Mind or

of

of Culture,) they might the more naturally be led-on to look with delight at as many of the Works of Art as were expoſed to public View.

One may here obſerve, as a preſumption in favour of theſe opinions in general, that in our own, and more remarkably in other ſtill freer States, that branch of the Arts which has flouriſhed ſooneſt has been Architecture, the ſame that lies open to the inſpection of the People, and in the admiration of which they neceſſarily partake, as they naturally conceive themſelves to do in its glory.

Farther; it ought not to be pretended that the lower and laborious People *only* have Occupations ill-agreeing with any meaſure of *that* we have been praiſing; thoſe which are often the *Choice* of their Betters, are almoſt as contrary to elegant enjoyment and ſcientific purſuit, as what with *them* is matter of conſtraint. Voluntary and artificial baſe appetites and purſuits, may leave as little leiſure, as little convertibility or vivacity of Mind for ingenious Study or Contemplation, even as thoſe of Indigence and Neceſſity.

With regard to beſtowing a ſmall degree of Culture, in particular, on the *Reaſoning Faculty*

of

of the meaner People, Proteſtantiſm is emphatically bound to it. We maintain the right, nay the neceſſity, of private Judgment, of every man's being determined in his moſt weighty, his religious Concerns, by the exerciſe of his own Underſtanding; muſt not our Conduct then be moſt ſtrikingly inconſiſtent, if we deliberately neglect to give any manner of Culture to the Underſtandings of the moſt numerous Claſſes amongſt us?

If what is here laid down be allowed to be in *any degree* juſtly applicable to the very loweſt Rank, it will be obſerved to be undeniably more ſo, in a *very conſiderable one*, to two or three of thoſe next above it.

A Writer cannot avoid foreſeeing to what cenſure, and even deriſion, he ſhall, by notions like theſe, be expoſed, with all but perſons of extraordinary candour; it is on ſuch as theſe I rely, for pardoning what at worſt can be but a well-meant chimæra; for conſtruing any eſcapes or equivocal expreſſions by the general purport of the Argument; and for confining the reproof of what they muſt needs condemn, to the paſſages themſelves, not reprobating the parts that may ſtand the teſt, on account of a few others which may be amiſs.

SECTION

SECTION V.

Danger of ſtill farther increaſing the Number of Authors by inſtilling a more general Love of Letters, conſidered.

It is alledged that the preſent ſwarm of neceſſitous Authors, and their idle and miſchievous productions, gives cauſe of apprehending that the matter has been carried too far, and that too many Retainers to Learning have already been enliſted; filling the minds of ordinary boys with notions of theſe kinds, tending only to convert thoſe that are formed by nature for uſeful Tradeſmen, Artificers, or even Labourers, into learned beggars, obliged to ſeek a maintenance by their pen.

But it is here to be obſerved, that this ſet of Men is generally the offspring of Profeſſions, and not of the lower Claſſes; and that a very great proportion of them, whether the Refuſe of Trade or of Profeſſion, have been men whoſe profligacy or ſloth would have rendered them equally incapable of ſucceſs, and a diſgrace to any other Way of Life they had adhered to. It is only therefore of its part of that ſmall number of theſe who are Men of a good degree

of

of induſtry and ſobriety, that Trade can be truly ſaid to be robbed; as to Profeſſions, all who are bred to them muſt needs, even as matters now are, be tinctured with enough of Engliſh Literature, to throw them in the way of temptation (often when very indifferently qualified) to relieve their diſtreſſes by writing for hire.

The numbers bred to Profeſſions would hardly be much, if at all increaſed, by this plan; neither could therefore thoſe of ſuch Authors: on the contrary, if this kind of Teaching had any *good moral* effects, they might be hoped to be leſſened. But if the general number of hireling Writers ſhould be upon the whole ſomewhat augmented, amidſt whatever inconvenience the public receives from them, there muſt be allowed to be a large ſhare of advantage; not to repeat that the Arts of Learning, like other Arts, when arrived at great eminence, cannot fail of a croud of diſappointed followers, who muſt be prone, like the reſt, to betake themſelves to ſome or other of the bad courſes of life. In all great purſuits many muſt engage, for a few to ſucceed. If the number of good Authors ſhould increaſe, *that* of the fruitleſs aſpirers to be ſuch, if an evil, is unavoidably complicated with the good.

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The more ſucceed, the more will attempt; the Converſe holds equally true, the more there are that make attempts, the more will ſucceed. Men too, who in this way would be miſchievous, would be ſo in another: a ſeditious and calumnious Author might have been an embezzling Bankrupt in Trade, or a man of Fraud in the Law.

SECTION VI.

Concluſion of what has been obſerved of the Suitableneſs of this Plan, in whole or in part, to Boys of the ſeveral Ranks and Conditions of Life.

We have ſaid that the general Plea for withholding Learning as being ſubject to abuſe, is of no modern date, but derived from the old Papal Policy. A meaſure of Engliſh Literature may *now*, it is true, be got-at, by great numbers; but if this be no advantage, why boaſt of it? if it be one, why not make it of the eaſieſt acceſs, and extend it to as many as you can? If we had not innovated, could we have exceeded the Nations we now do? and why not innovate farther, to reach the few that are ſtill beyond us? In a Race, the more Competitors you have overtaken and paſſed by, the more ardently do you preſs upon the few ſtill before

before you. General Suggeſtions of danger from change, are trifling.

Farther; there is not a more inconteſtible fact, than that there are amongſt us boys of parts in great number, ſome of high, many of middling, and ſtill more of the loweſt rank; the firſt very little, many of the ſecond, and abundantly more of the laſt, ſcarce at all tinctured in their youth with Engliſh learning, and through this early default perhaps all alike negligent of, averſe to, or incapable of it, through their lives.

Though many great Geniuſes *overcame* theſe difficulties, it does not follow that they were *none* to them: ſuch an early intimacy with their own Tongue, by means of the pieces here recommended, of a ſtyle the moſt perſpicuous and ſimple, might have been an eſpecial ſervice to thoſe who have been of the higheſt name, even Shakeſpeare, nearly deſtitute to his undoubted misfortune of this great advantage; the efforts of ſo tranſcendent a Genius having been actually loſt for the moſt vigorous periods of life, and its ineſtimable ſtores ſaved at laſt, pretty apparently, from total ſhipwreck, by accident; and how mortifying is the apprehenſion to every man of a liberal turn of mind,

leſt, through a denial of education, other almoſt ſimilar Geniuſes, the bountiful Gifts of Heaven, may have periſhed and been utterly extinguiſhed!

Once more; when any Engliſh books are taken in hand betimes, it is notorious how uncommon it is to begin with the fitteſt and beſt: now to rectify this, can be no dangerous innovation; on the contrary, if it is ſpoke of as an advantage, a matter to be encouraged and boaſted of, that ſome of our Authors are caſually, and, of courſe, at odd hours, looked into by ſchool-boys; it is inexcuſable not to take care that theſe ſhall be the beſt and the moſt regularly read.

PART IV.

Maſters.

SECTION I.

Difficulty of obtaining ſuch as are proper.

It muſt be owned, in derogation from this Plan, that it might not be eaſy, at firſt, to find Maſters forward to the attempting, and equal to the execution of it. It is not merely through the prejudice of cuſtom that they are tenacious

tenacious of the preſent method. It muſt be thought much eaſier to perſiſt in hearing boys repeat the Accidence and Grammar, and a number of Latin Verſes, to conſtrue and parſe Latin, than to conform to a new and complicated Plan. This latter, beſides all the diverſity of articles directed to be taught by Mr. Locke, requires a Maſter very perfect in reading, and capable of perfecting his Scholars; it requires conſtant cloſe attention, and the taking care that every thing is well underſtood, as well as read, and attentively liſtened to; and even to mark the different impreſſions made on different boys. The ſame ordinary qualifications and care that will make a ſhift to hammer a ſmattering of Latin into a boy, will by no means ſerve for it. The conning of leſſons in the old tone of the Reading School is far from what is meant.

SECTION II.

Indifferent Maſters—If Grammar-Schools more profitable under ſuch, than the Schools here propoſed? Proficiency in which of the two, more determinate and manifeſt.

On the grounds above ſtated, it will be objected to this ſcheme, that a middling Latin Maſter cannot fail to give a tincture of that lan-

guage (which at worſt is ſomewhat); but that, in the other caſe, a boy with careleſs or indifferent teaching may waſte half a dozen years hardly knowing what he has been about, and have learned nothing but to read Engliſh ill. But none ſhould apprehend, putting the matter almoſt at the loweſt, that many boys, at leaſt, would not, almoſt of their own accord, or with the leaſt aid imaginable, reap ſome meaſure of benefit; paying a good degree of regard to ſome or other of the Engliſh Pieces their Parts conſiſted of, and which lay always before them. The boys themſelves, as well as their parents, will always be judges here too of their proficiency; and the Maſters, conſcious of this, will be forced to exert themſelves. It will not, I think, be inſiſted on, that the Grammar leſſons and the conſtruings being *ſomewhat determinate*, it cannot fail to be apparent here whether boys have got their Parts or *not*; that there can be no medium, but the Maſter muſt abſolutely know how this is, and muſt make an abſolute choice either to ſee the buſineſs done or let alone; and thus for his own credit he will take care it ſhall be the former—that on the contrary, this will be far leſs the caſe with the Engliſh looſer and leſs definite method and proficiency. This objection, I think, will be owned to be pretty fully obviated

by

by what has already been intimated, that extraordinary negligence in a Maſter, muſt, in the caſe of Engliſh, ſoon manifeſt itſelf, incur the the diſpleaſure of his Scholar's Parents, and bring on the diſcredit and decay of his School. Though the negligence may not be ſo apparent at each particular leſſon, after a ſhort period it cannot be hid, but the boys' ſlow progreſs and many other circumſtances muſt needs betray it: the Parents in any inſtance, by only examining how their Son improves in reading, and what notice he has taken of the contents of his leſſons, by a few plain queſtions, will aſſuredly find out any extraordinary neglect there may have been. And indeed they have no ſuch ſure marks to judge by in Latin. Thus, I think, it is plain, even admitting that with equal negligence, the Latin Scholar might ſuffer rather leſs than the Engliſh, through the getting of the Parts being ſomewhat more determinate in one caſe than the other, that the more certain and ſcandalous detection in the latter, muſt outweigh the other conſideration.

But farther, it is a great queſtion whether Latin leſſons may not be ſo careleſsly taught, and Parts ſuffered to be ſo entirely ſlighted, that Engliſh ones cannot be more ſo, and the

profit from theſe prove leſs than from the other; unleſs it be ſaid that a few Latin words or ſcraps are what would not be learned but at School, whereas the little acquiſition in Engliſh, of either language or matter, is what, at ſome other leiſure time, *would be* learned of courſe: but this will hardly be inſiſted upon. The truth of the whole matter ſeems to be, that the moſt negligent and worſt Maſters, whether in Latin or Engliſh, muſt afford to their Scholars ſcarce any improvement at all; with this circumſtance, however, to the advantage of the Engliſh, that the Scholars, if well inclined, having always Engliſh Books before them, will not fail, of their own accord, to benefit more or leſs by them.—That where the Maſters are indifferent, as is expected of the generality of them, the advantage to the boys muſt be greater in the Engliſh *Method:* that where they are extraordinary, this advantage will be extraordinarily increaſed.—And farther, that as this is the caſe with equal diligence in Maſters, their diligence muſt be ſtill more excited for their own credit and intereſt on the Engliſh Plan. In Latin too there is much written Exerciſe, which coſts the Maſter as little attention as he pleaſes; the boy's Part alſo better diſcharges itſelf, without much of *his* notice; he may be

half abſent during repetition, and even conſtruing, which he cannot ſo well be, even while his boys read Engliſh; they will better know and more mind, and be more apt to tell their Parents of neglects here. Theſe difficulties, perhaps, have been one of the reaſons why no Maſter almoſt has regarded Engliſh; but all have ſtuck to Latin. And if ſo, a harder taſk will ſcarce be undertaken, but for a better recompence, or on new motives. One ſhould think, indeed, that as the heart and the underſtanding (which for ſeveral years are quite idle in Latin) would have here ſome concern, it would be a ſatisfaction to the Maſter to ſee how they were affected, how they opened and unfolded themſelves; as it muſt be farther to a good one, to be ever ſenſible of the ardour of ſome of the boys, and the ſolid improvements they were making. However, on the whole, better pay would be expected by the generality of Maſters, for more various qualifications, more time and trouble.

It will be obſerved, that I have chiefly conſidered the effects of this Plan, on ſuppoſition that Maſters were juſt the ſame with reſpect to capacity and diligence as at preſent. Better would, no doubt, be very deſirable, much

more ſo in proportion for the advantage of this than the Latin Method; and there may be hopes that its own nature and obvious conſequences would of courſe ſoon produce ſuch: but on this I have not built, looking upon it as the common error of Innovators, groundleſsly to expect an extraordinary execution of their ſchemes, without new inſtruments or motives. Had I not therefore believed that this Method would prove preferable to the other, even under the management of equal Maſters, I ſhould have thought of it only as a chimera.

SECTION III.

The Scheme how ſuitable to the larger Country-Schools, requiring a Maſter and an Uſher.

As there are not a few Country-Shools where boys exceed the number of forty, and where of conſequence an Uſher muſt be wanting, (to execute the Plan before us at leaſt,) and as theſe are, perhaps, the likelieſt Schools to make a trial of it; let it be conſidered how the Maſter, thus aided, would proceed. Nothing need be repeated of what has been ſaid relative to the claſſing of boys; for the reſt he would of courſe beſtow his own chief attention on the upper Claſſes and Removes, (if ſuch there were,) without,

without, however, truſting entirely to his Subſtitute, or forgetting to give the leſſons himſelf once in three or four days to the lower Formes, and to be then very watchful what the care and effects of the other's Teaching had been in the interim. Even to the upper boys, who muſt in this method be ſometimes taught by the Uſher, the diverſity of manners, and the different circumſtances each Inſtructor might attend to, would be ſerviceable: Total Uniformity in teaching might be in danger of giving one borrowed ſameneſs in tone, manner, and way of apprehending and thinking in the boys; beſides, that different faults will catch the attention of different Teachers, and ſome that eſcape the notice of the Maſter may fall under the obſervation of the Uſher, however inferior to him upon the whole. Both will have occaſion to ſpend part of the Intervals between the Leſſons in looking over Exerciſes, (nearly the ſame with regard to Engliſh as Latin,) and in hindering the boys from being idle. If the Uſher is leſs wanted to aſſiſt the Latin than the Engliſh Scholars, and on the Latin (when there is one) than the Engliſh Part of the day, he may be choſe for his Skill in thoſe of Mr. Locke's Articles the Maſter is deficient in; and thus, by means of having two Inſtructors, the compaſs

of

of the Articles taught may be enlarged, often at leaſt without any very extraordinary addition to the preſent expence of Latin Schools.

SECTION IV.

In what Meaſures the Deſign is practicable in Schools that are in the extreme, the largeſt and the leaſt.

With regard to the ſeveral various forms in the Extremes of the other Schools, the greateſt and the leaſt, I do not ſee why this ſhould not be the moſt deſirable method of Teaching in them all. For the ſmalleſt and moſt private ones in the country, ſo much of the contents of this Scheme, as would fall within the ſphere of an ordinary Maſter, would be ſufficient for the boys, and better ſuited for the moſt part than the Languages to their Capacities and purpoſed ways of Life.

As to the great Schools, they would have the advantage of commanding all the diverſity of Maſters, the wealth of the Scholars, and the variety of their capacities and deſtinations, might require. There is a well known Proof in many Catholic Countries of the extreme advantage of having the earlieſt attention to the talents of boys, and an accommodation to them of Maſ-

ters

ters in the whole variety almoſt of the Sciences, ever at hand.

The upper Maſters in our great Schools, need not think it beneath them, to deſcend ſometimes from Greek and Latin, to the reading, explaining and criticizing the beſt Engliſh Compoſitions. The lower Maſters would have ſtill leſs room, it ſhould ſeem, to object to the Parts aſſigned them in this Plan.

There is little to be ſaid touching the Œconomy of any of the kinds of Schools, as to Numbers, Claſſes, and Removes, beyond what has been already mentioned in the Sections on Claſſes.

We have already taken notice of the Maps, Charts, and Tables, as well as the variety of Prints, with which, beſides Books, a complete School ſhould be furniſhed. It ſhould be added, according to the remark of a late judicious French Writer, that untoward and ſullen impreſſions may be fixed in the breaſts of youth by the forlorn and gloomy Rooms they are often taught in, and how deſirable it would be to give theſe a better form, and a more decent and cheerful, a more elegant and inviting aſpect.

Farther

Farther Objections conſidered.

I have thus ſucceſſively conſidered what were the proper Engliſh Books, and other new objects of inſtruction, for ſupplying the place of, or being joined with, the ancient Languages; which would be the fitteſt forms of teaching, and means of deriving the beſt advantages of all kinds from an Engliſh Diſcipline; as likewiſe what may be adviſable in regard to Claſſes; how to accommodate School-inſtruction to the ſeveral Ranks and Conditions amongſt us; and laſtly, what difficulties muſt be expected (in caſe of the change propoſed) on the part of Maſters, and how they might be obviated. I now propoſe to give a more direct and explicit attention to ſome Objections to the Plan, which, in the progreſs of the Work, have been rather curſorily than expreſsly and fully conſidered.

There may be thoſe, perhaps, who will argue, that for a ſmall change it is hardly worth while to make a ſtir; and that too much would be riſqued in attempting a great one, when the beſt parts of Learning are already ſo acceſſible; what difficulties there are in the way of them ſo removeable, where Engliſh Literature is open to all Volunteers of good parts and application,

and

and ought not to be forced, as by this Method it might, on too many, who are either unequal to it, or might abuſe it. And farther, ſince there have been very few Nations, if any, which have exceeded us in the literary Arts; that we ſhould rather conſider the very great number we ſurpaſs, than theſe few; than ſeek for a change by which we have ſo much to loſe and ſo little to gain.

Now theſe Objections, beſides being too general, are merely ſpecious; there being no manner of danger by the innovations propoſed to turn ſo much of education, and the courſe of learning, as is already right, out of its proper channel. The dead languages would ſtill be learned by many at School, and afterwards, by all who now *both learn and are benefited by* them. Leſs profit would not be derived from the excellent Authors in them, by reducing the number of Smatterers, who rarely, as the matter now ſtands, turn them to good account, even when they make ſometimes a pretence of looking into them after leaving Places of Education.

We have already obſerved, that the arts of learning, like all others, when they flouriſh, will not draw after them *ſucceſsful* followers only, but

but many others, who, through miſtake of their talents, through their ill conduct or miſfortune, will be ſufferers by engaging in the purſuit; but this Objection being no greater in meaſure, degree, or ill conſequences, in this than the other inſtances, muſt by no means be allowed concluſive in the one, while it is made light of in the other.

Again, it is plain theſe kinds of Objections contradict each other, ſome of them implying that a Plan like this would not promote Engliſh learning; others that, in doing ſo, it would carry ſtill farther that which already exceeds its bounds.

But to proceed to another ſpecies of Objections, which, though often glanced at, may not yet have received an anſwer fully ſatisfactory. It may be argued, that without, and ſcarce even with, an extraordinary meaſure of talents, diligence, and zeal in the Maſter, little more would be effected than with abundance of ſtir and innovating buſtle, to put boys upon heedleſsly conning over a number of ſcraps and fragments, little better underſtood in their own than in another language; or, if taken notice of almoſt at all, ſcarce ever (in the firſt Claſs at leaſt) in connection; if retained in the memory, yet altogether

altogether undigeſted, and merely floating there inſtead of touching the heart or ſupplying matter of reflection, excepting only with boys of extraordinary parts, and whoſe adequate progreſs neither wanted or could receive any great matter of quickening from ſuch inſignificant aids; nay, that theſe would even be kept back and retarded, in accommodation to the ſlower advances of the Body of the Claſs. Obſerve then of theſe Objections, that in good part they rather conclude againſt the unavoidable deficiency of Education in general than this Plan of it: they do not imply that the evil apprehended from negligent teaching would be very peculiar here, and far more prejudicial than in the preſent Method and moſt others; or that no teaching at all of any thing ought to be attempted, becauſe it is and ever will be exceedingly worſe conducted than it might.

The Objectors forget, that the kind of Letters, and the manner of teaching them here recommended, agree, as far as can be judged from the few traces left upon record, with the practice of Nations ſo highly celebrated for literary Skill and Productions, Greece and Rome.

Neither do theſe objections imply, that the little experience hitherto had of a Tuition anywiſe

wiſe reſembling this, confirms the notion of its unprofitableneſs: on the contrary, it may be preſumed to be warranted, as far as can be from the ſcanty experience yet had of boys educated with a moderate degree of care in Engliſh, that their progreſs, both in language and matter, under a common Maſter, muſt be fully ſufficient to juſtify the innovation propoſed. But if the few inſtances here and there occurring, and falling under caſual notice, are not concluſive, there muſt ſurely be ſufficient encouragement at leaſt, on the general face of the matter, to bring it to an iſſue by a number of deciſive Experiments.

As to the Claſs of ſtupid Boys, that may be thought incapable of profiting by any objects or forms of inſtruction whatever, they will at leaſt be equally kept out of their Parents way and of miſchief at theſe as at other Schools; if indeed it is to be ſuppoſed there can poſſibly be any very conſiderable number of lads capable of reaping no meaſure of advantage from being early initiated in the very beſt and beſt-adapted Authors, religious and moral, political and imaginative, in their Mother-tongue.

It may be hoped, that what has been in different places precluſively urged, in the courſe of

theſe papers, in oppoſition to theſe objections, together with what is here alleged in ſupplement to it, will afford the Reader ſatisfaction.

Reaſons for forming the whole into a conſiſtent and entire Plan, and giving it in Detail.

If a Writer, unknown, ventured to offer his thoughts on this Subject at all, it was plain that it could not be too explicitly; there are ſo many of the moſt illuſtrious Authorities, in behalf of theſe kinds of Innovation in general, that what remained was to examine and remove the ſmaller obſtacles, deſcending into every minute particular, the adjuſtment of which might poſſibly clear the way for proſecuting the Deſign. Many a valuable Scheme, by being too generally ſtated, and for want of having its practicableneſs as well as utility demonſtrated by being given in detail, has ended at beſt in a tranſient and fruitleſs approbation. If this little Work then has any merit to claim, or even excuſe for its Publication, it may lie rather perhaps in this circumſtance, than in the ſmall number of new Reaſons to be found here in ſupport of the Syſtem in general, or the new manner that may have been uſed in ſtating ſome of the old ones.

CONCLUSION.

Though the Plan may ſeem to be here recommended as an univerſal one, and the effects of it as ſuch to have been conſidered, the Writer is very far from being ſuch a viſionary to expect more than that it may poſſibly be tried (partially at leaſt) by ſome few perſons. If no great revolution happens, and Letters hold-on their preſent courſe, he is perſuaded indeed that common ſenſe muſt needs gain ground, and the uſeful parts of learning come in time to be better cultivated in Schools, while the ſuperfluous ones are pruned away; and if his beſt endeavours have the ſmalleſt influence towards promoting ſo good a work, and haſtening ſo happy an hour, he will think they have met with the ampleſt reward. It will be obſerved, that the general poſition, that Latin ought to give way to Engliſh and to ſolid Acquiſition, is the main point ſtrenuouſly inſiſted upon; the mode of its doing ſo, whether *that* here laid down, (wholly or in part,) or whatever other, is but an acceſſary: that this is a practicable mode, by no means the only one or the very beſt, is all theſe papers have maintained. More or leſs of it may no doubt be adopted, more or leſs Latin diſpenſed with; and of the Engliſh and the

other Articles we propoſe, wholly or partly in the manner here adviſed, be taught in its room. Whatever coherence there may be in the parts, and how uſeful ſoever they may all be towards completing a Syſtem of School-Education, (for the individual Acquiſitions, though great, could ſcarce be preſumed to exceed in value the general Habit and Diſpoſition that would be cultivated;) yet ſeparately obtaining, they would any of them contribute to the main deſign, wherever and by whomſoever ſkilfully enforced. This may be tried, in ſome meaſure, on Children of either Sex, by Parents or a Preceptor at home, if they are not kept there entirely, out of ſchool-hours and in holidays; by Maſters from thoſe of the moſt public and greateſt Schools, to the obſcureſt and leaſt. The *Apparatus* of Books may be varied as is ſeen good; its three ſeveral parts in whole, or ſome Articles of their Subdiviſions only; *the reſt* being uſed as *now* printed, or with written Supplements and accommodations, with marks of a parentheſis for omiſſions.

It is in the power of any *Body* of Men, of almoſt any one Man of conſequence, or of a ſmall number of inferior rank in concert, by taking proper meaſures, and paying or contributing to the pay of two or three School-Maſ-

ters, to have it tolerably, perhaps almoſt completely tried. Any Perſons already of this occupation, or entering upon it, whether approving the deſign as rational, or ſeeking profit by Novelty, may eaſily provide themſelves with ſufficient Books, and ſuit the other circumſtances of their Schools, if not to all the other teaching, at leaſt to the Engliſh Article here, or rather in effect, by Mr. Locke recommended.

Whether a Deſign of this kind, pretty generally adopted, in the manner it would be likely to be executed, would bid fair to ſow ſuch ſeeds as might grow in time to a plentiful Harveſt of Knowledge, and even Virtue, may not be ſo eaſy to determine; but of this one may be confident, that if there be in truth any ſure means, general or particular, public or private, of giving us that bias theſe ways, our early years are to appearance ſuſceptible of, they muſt depend on the main grounds and principles here laid down. If *theſe* are allowed to be right, Errors in the detail will be freely given up; but let not what may be thought chimerical in the appendages (thoſe of them in particular that may be deemed partial to the lower Ranks) depreciate the general Plan.

It may poſſibly be of ſome uſe to have offered a Sketch (however deficient) of the ſimple means of proſecuting one of the greateſt of Ends; but theſe will not execute themſelves: the Activity of the Magiſtrate, or of private leading Individuals, and the zeal and affection of Parents, muſt concur to put and to keep them in motion. It is too much to expect of School-Maſters to ſacrifice their eaſe, and ſhew an alacrity for thoſe weighty concerns of others, which ſeem indifferent to the Principals themſelves.

THE END.

ERRATA.

Page 9. line 5. Change the interrogation at the word *ſchool*, to a colon.

P. 12. line 24. inſtead of *be acquired*, read *follow*.

P. 15. l. 1. ſtrike out the comma at *correſponds-in*.

P. 16. l. 1. after *relate-to*, inſert *conſiſt of*.

P. 19. l. 18. ſtrike out the comma at *entirely*.

P. 46. l. 7. after the word *confuſion:* inſtead of *by*, read *for*.

P. 61. l. 22. after *ſcholar*, inſtead of *have*, read *has*.

P. 63. l. 15. after *either in*, inſtead of *ſome*, read *more*.

P. 111. l. 24. after *nations*, inſtead of *ſo highly*, read *the moſt highly*.